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ABSTRACT

This book is meant to be used with the 1997 publication "Challenge Standards for Student Success: Language Arts" by providing additional student work to illustrate grade level standards. The works are intended to provoke discussion among teachers about whether or not a student has met the language arts standards and about what kind of student work constitutes meeting the standards. These examples were chosen by teachers throughout California. Each example consists of the actual student work, a statement relating the work to the standards, a graph showing which standards are being met, the assignment, a commentary about the student work, and, sometimes, teacher comments on the work. Student works are presented for each grade from kindergarten through eighth grade and also for the high school level. (EF)

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Language Arts Student Work Addendum

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Challenge Standards for Student Success

Language Arts Student Work Addendum

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Introduction

The *Challenge Standards for Student Success: Language Arts Student Work Addendum* is meant to be used with the 1997 publication *Challenge Standards for Student Success: Language Arts*. It provides additional student work to illustrate the standards at each grade level.

The intent of making the student work available is to provide a forum for discussion among teachers on judging whether or not a student has met the language arts standards. This discussion should also include what kind of student work to collect, how often it should be collected, and how teachers can score it together to reach consensus on what "meets" the standards.

The student work for each grade level was chosen by teachers throughout the state. Each example consists of the actual student work and a commentary showing how the criteria of the standards are reflected in the student's performance. The commentary contains a graph showing which of the standards for the *Challenge Standards for Student Success* are illustrated by the student work. The examples illustrate both exemplary and adequate student work for the grade levels.

In addition to student work, other measures of assessment to determine if a student has met the language arts standards might include on-demand tasks, teacher tests, district and/or state tests, and standardized tests.

Finally, we provide the following definitions of core, extended, and recreational reading materials:

- Core reading: Core literary works are identified by a school or district to offer all students a common literary background that addresses important questions and issues from which they can learn about their humanity and society. They include nonfiction as well as fiction selections in a variety of genres.

- Extended reading: Readings in this category extend the study of a core work, capture students' individual interests, and lead them to explore new avenues on their own.
- Recreational/motivational reading: These materials are selected by students, based on their natural curiosity or personal interests and tastes. Students read them for pleasure.

Student Work Samples in Language Arts

Kindergarten

"My Mommy"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The kindergarten class was encouraged to write daily without assistance. Students used picture dictionaries. The students were encouraged to write using a beginning, middle, and ending. The teacher noted that this student could read her own writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

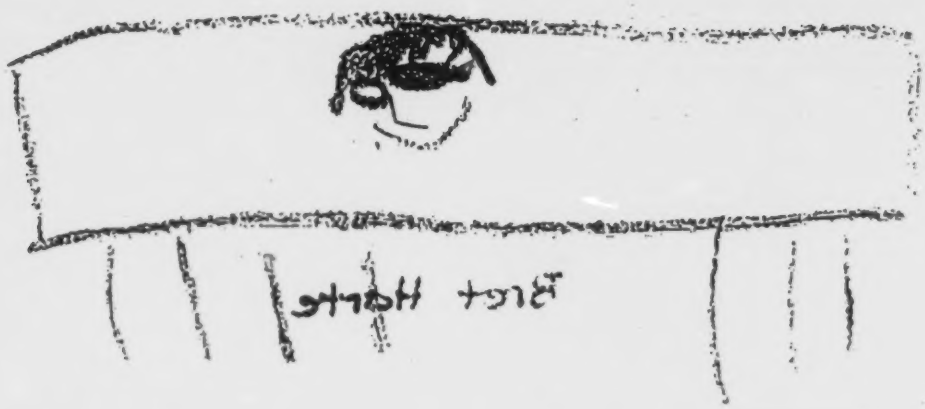
Use writing to communicate for a variety of purposes. Standard 5

- Write about a family member, her mom, and draw a picture which matches her text.

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Use a left to right, top to bottom progression to write.

Mar. 13, 1997



My Mommy READS Books. She Likes to READ.

"What's for Lunch?"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X	X			X	

Assignment

As part of a balanced literacy program, students regularly respond to literature. The teacher read *What's for Lunch?* and the class discussed what would be bad and good for the bird to eat. The students predicted what the bird would eat for lunch, drew a picture and wrote about it, and read or explained their drawing. The following sample of student work was done in response to the story, in class without teacher assistance.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Comprehend and interpret materials appropriate to the grade level. Standard 2

- Draw a picture and write a sentence using phonetic spelling (knowledge of letter sounds matched to print letters) to predict how the story will end.

Demonstrate an understanding of how print is organized and read. Be able to work with print. Standard 3

- Know that print, as well as the picture, carries a message as evidenced by reading his story back to the teacher (see teacher's note).

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Write using left to right, top to bottom progression.
- Write his own name with appropriate capital and lowercase letters.

Teacher's Note

This student's drawing is very recognizable and matches his words. He wrote his name correctly and wrote a complete sentence. He wrote from left to right with a return sweep. He applied his sound-symbol knowledge to his temporary spelling, e.g., "beres" for berries, "wod" for would. He is using conventional spelling with words he is familiar with, e.g., red, for, the.

Gus Red Beres Wod Be Gad
For The Brd

"Doctors"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The class had talked about doctors and hospitals and had done a group "brainstorm" about medical workers and the medical field. The students were to write something about a doctor and illustrate their writing. They wrote with no assistance.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Use writing to communicate for a variety of purposes. Standard 5

- Draw a picture and use phonetic spelling (knowledge of letter-sound relationship to sound out words when spelling) to write about people and experiences, conveying the idea of the picture.
- Read and explain his own writing to his teacher.

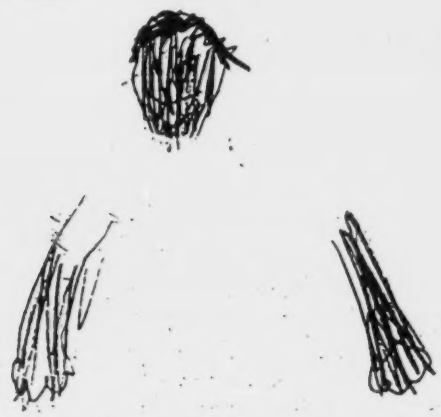
Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Write using left to right and top to bottom progression.

Teacher's Note

He uses spacing between his words and uses capital letters to begin his sentences. Within a two-month period, he has moved from writing capital letters at the beginning of every word in a sentence to using a capital letter only at the beginning of a sentence. He is using periods at the end of sentences (even though the second phrase is not a complete sentence). He is using phonetic spelling for new words, e.g., "irs" for ears, "maoth" for mouth. He correctly spells familiar words.

GUS



Yorn dotor cheks yow irs
And my maoth.

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"The Wind Up Mouse"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X				X	X

Assignment

The teacher read half of the book *The Wind Up Mouse* and asked the students to predict how the book would end. They were asked to draw a picture and write about it. After they were finished, the teacher read the ending to the story.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Comprehend and interpret materials appropriate to the grade level. Standard 2

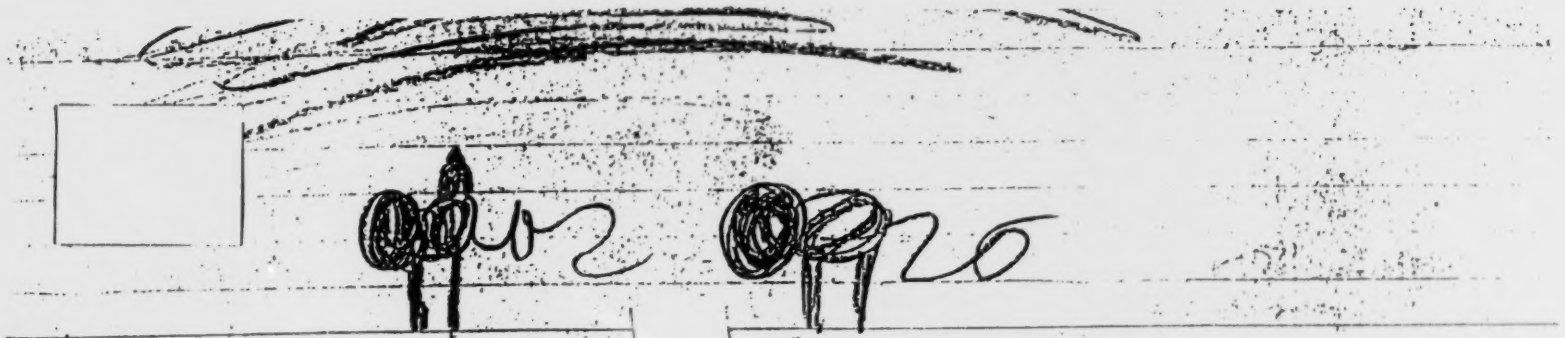
- Draw a picture and write a few sentences using phonetic spelling (knowledge of letter sounds matched to print letters) to predict how the story will end.

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Write using left to right and top to bottom progression.
- Write some words and letters correctly.

Use listening to communicate effectively. Standard 7

- Follow simple two-step directions for a classroom activity.



Christy Ana

wen hie faid the wind up maos

hei was hap

"My Doctor"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The class had talked about doctors and hospitals and had done a group "brainstorm" about medical workers and the medical field. The students were to write something about a doctor and illustrate their writing. They wrote with no assistance.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write to communicate for a variety of purposes. Standard 5

- Draw a picture and use phonetic spelling (knowledge of letter-sound relationship to sound out words when spelling) to write about people and experiences, conveying the idea of the picture.
- Read and explain her own writing and drawing to the teacher.

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Write using left to right, top to bottom progression.
- Write own name with appropriate capital and lowercase letters.

Teacher's Note

She wrote complete sentences, beginning with capital letters and ending with periods. She used two-finger spacing between words. Her phonetic spelling shows that she is applying her sound-symbol relationships to her writing. She uses a vowel in every word and has the beginning and ending consonants fairly well in place, e.g., "dotr" for doctor, "gav" for gave. She uses conventional spelling for words she is familiar with, e.g., me, a, I, was.

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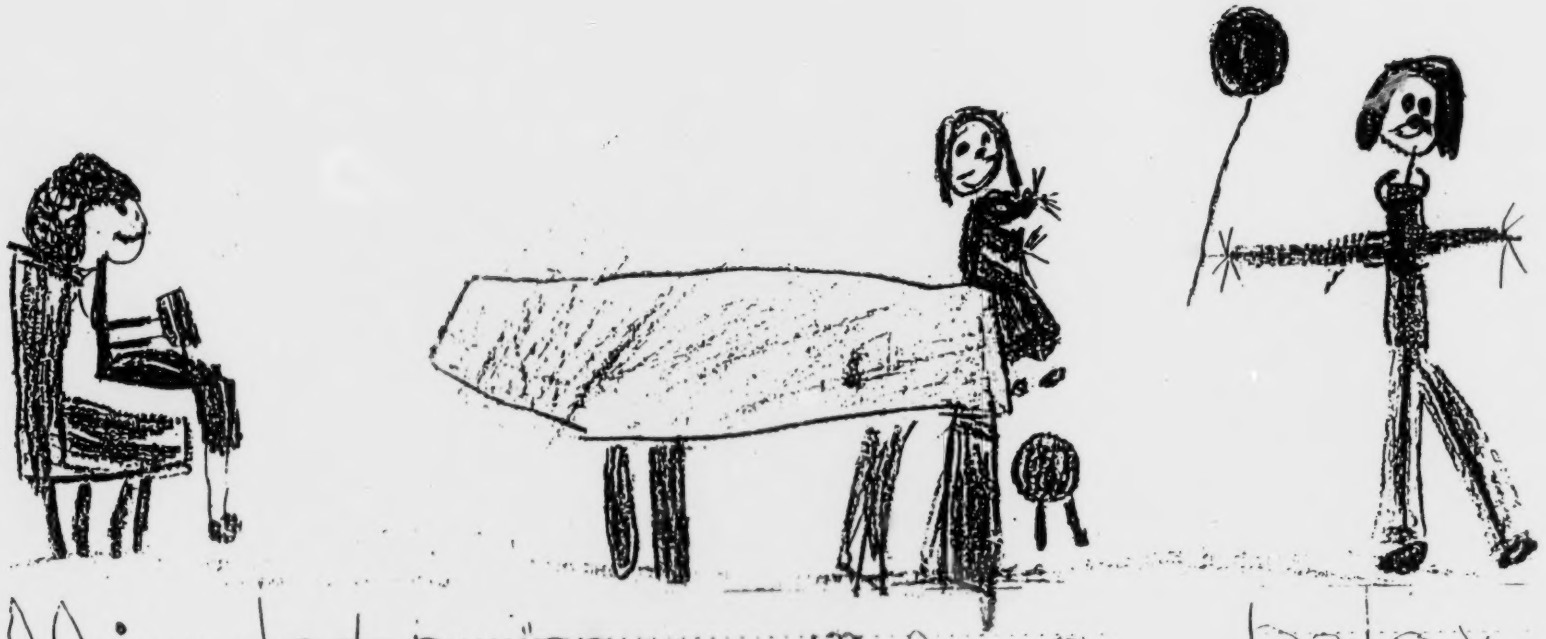


Mi dotr gav me o baloy.

Se sud I was god.

Jasmine

Student Work Samples in Language Arts

Grade One

"The Lion and the Mouse"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X		X	X	X	

Assignment

The teacher was assessing comprehension by listening to students read orally and by asking them to retell a story in writing. This student's primary language is not English. The teacher met with a reading group to discuss fables. She introduced *City Mouse, Country Mouse*. This student read the story independently to her teacher. The teacher asked her to retell the story in writing. She wrote the story and drew a picture to accompany it. She was asked to proofread it carefully by herself and make any changes that she thought it needed. All students copied the title of the story and were able to use their "priority word lists" at their tables.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read, comprehend, interpret, and begin to evaluate materials appropriate to the grade level and write to communicate for a variety of purposes. Standards 2 and 5

- Retell the story with a beginning ("One day a mouse was skiping around up and downe..."), a middle ("He open his jaws...The mouse begged... The lion laghed..."), and end ("...and the two of them are freind's.").
- Identify the characters of the mouse and the lion.

Organize thoughts and information for writing, with assistance as appropriate, for audience and purpose. Standard 4

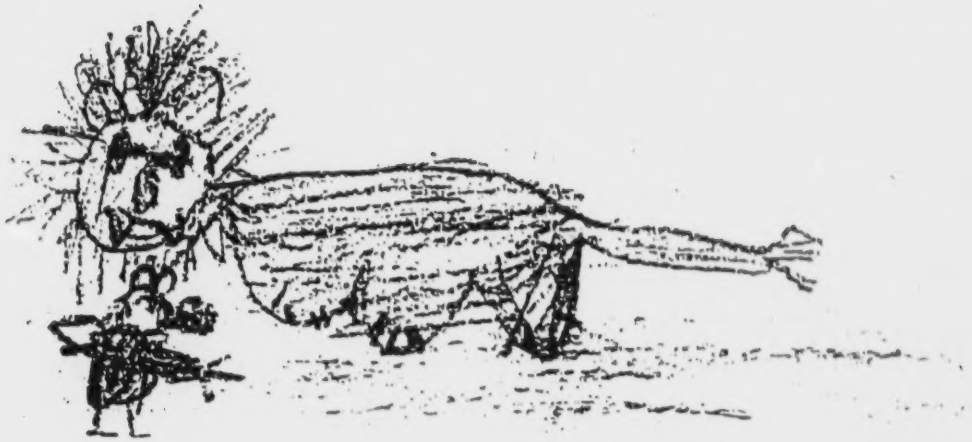
- Revise work to change lowercase letters to uppercase at the beginning of sentences.

Begin to use, with some assistance, appropriate conventions of written language. Standard 6.

- Use complete sentences.
- Generally use a capital for the first word in the sentence.
- Begin to use correct punctuation: Put a period at the end of most sentences.

The Lion and The Mouse

One day a mouse was skiping around up and downe on the lion soon the lion woke up. He open his jaws to swallow the mouse. The mouse begged the lion to let him go. The mouse said some day I will help you. The lion laghed and laghe and then he let the mouse go. One day the lion was tied up thee mouse untide the lion and the two of them are freind's.



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"Corduroy Goes to the Zoo"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X			X	X	

Assignment

This writing was generated from Writer's Workshop, an ongoing daily writing experience. Based on the needs of the students, the teacher selects one of the following for a mini-lesson: the proper use of punctuation, self-editing and revision, peer editing, and creating stories that have a beginning, problem-middle, and a solution-end. The students select their own topics. Once the students are finished writing a story, they read it to two of their peers for peer editing. The students have a conference with the teacher about their story. They illustrate their story and read the final story to the class. It takes the average student one to two weeks to complete the process.

This story was written following a cross-curricular study of *Corduroy*, a first grade core literature book. The book was introduced in a shared reading with a big book, then read with partners and individually. More activities followed, from making an interactive storyboard for retelling the story to making a stuffed Corduroy. Another activity was to think about and discuss what Corduroy might do in a new story after our class discussion. This piece is the first draft, and the student received no assistance or editing from peers or the teacher.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read, comprehend, interpret, and begin to evaluate materials appropriate to the grade level. Standard 2

- Identify the characters, extending them into a new setting—Corduroy, Lisa, and her mother visiting the zoo.

Use writing to communicate for a variety of purposes. Standard 5

- Focus on one topic: Corduroy's and Lisa's visit to the zoo.
- Convey a message in a simple narrative.
- Include appropriate facts and details: "Corduroy was bored. He had nothing to do." "So they all got into the car and drove away." He included the various zoo animals they saw, e.g., the monkeys, the gorillas, the lions, the bears, and the snakes.

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- Use descriptive words and phrases: " 'Wow!' and 'Look at those teeth' ! they said when the Lion yawned." " 'Cool' they said when they saw the big python."

Begin to use, with some assistance, appropriate conventions of language. Standard 6

- Use complete sentences.
- Capitalize proper nouns and the first word in a sentence.
- Use correct spelling for high-frequency words and simple words with regular spelling patterns.
- Begin to use correct punctuation: He used a variety of punctuation marks, including periods, question marks, exclamation marks, and quotation marks.

Noah Corduroy goes to the zoo
Corduroy was bored. He had
notling to do. One day, Corduroy
said, "Can we go to the zoo"?
Of course" said Lisa. So Lisa told
her mom. "I suppose" she said
So they all got into the car
and drove away. When they got there,
they wanted to see the
Monkeys, so they went to the

Monkeys. "Wow!" they said.
when they saw the
gorillas. After that they
saw the lions. "Look at those
teeth"! they said when
the lion yawned. When
they were tired of that,
they went to the bears.
"They sure are furry"
they said. "One more animal
then we have to go home
Lisa's mom said. Then they

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saw the snakes "Cool"
they said when they saw
the big python. "Its
time to go home Lisa's
mom said. So they got
into the car and drove away
THE END

"My Mom"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
			X	X	X	

Assignment

The teacher modeled with the students writing, from brainstorming through writing the first draft, editing, revising, and the final draft. The teacher also reminded the students to look for capitals and ending punctuation. The students edited and revised the work on their own. A "word wall" and dictionaries were available. The students read their stories to others, who offered compliments and identified any parts that didn't make sense.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Organize thoughts and information for writing, with assistance as appropriate, for audience and purpose. Standard 4

- Generate ideas for writing (see the word map on "Mom").

Use writing to communicate for a variety of purposes. Standard 5

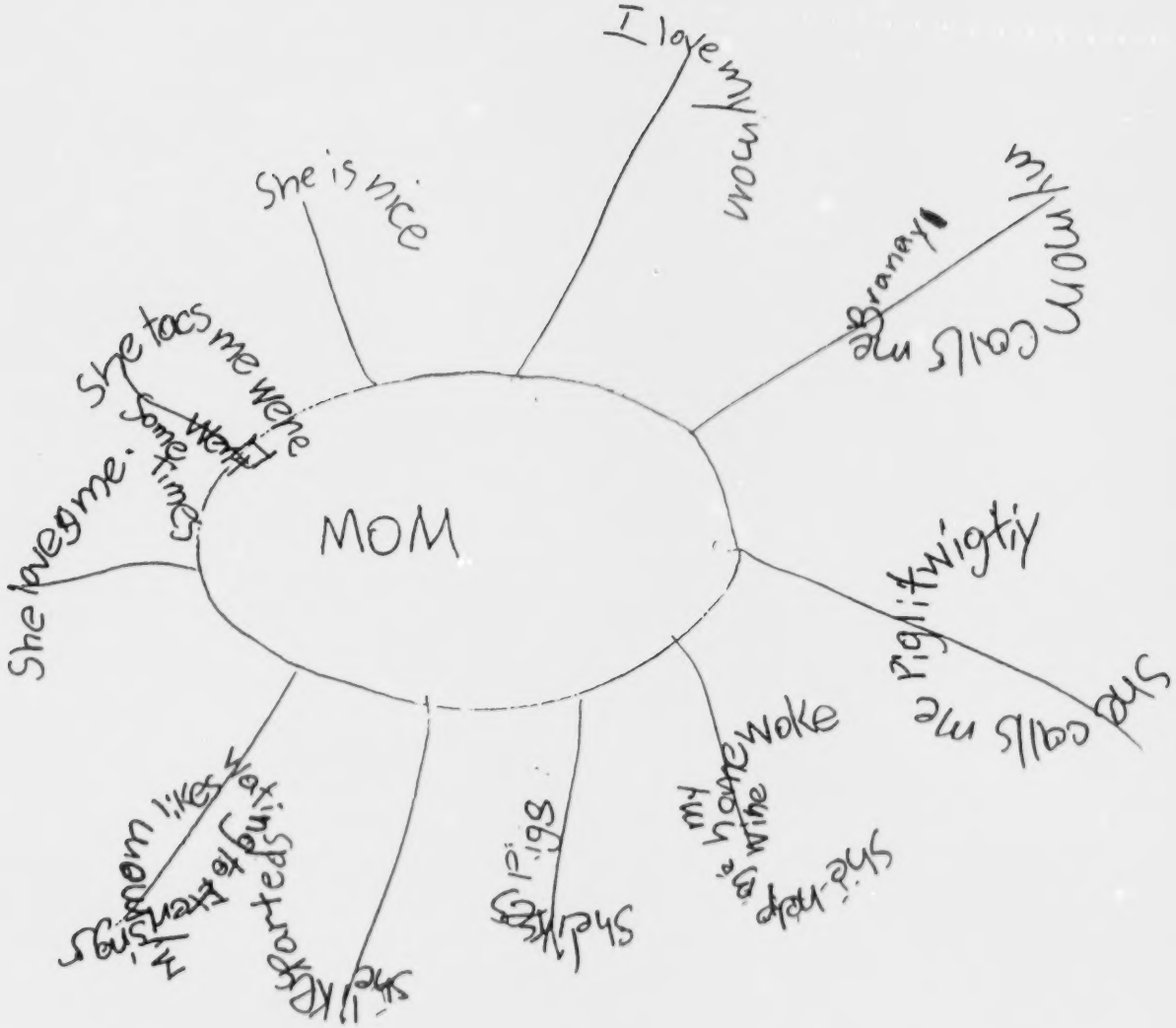
- Focus on one topic—mom.
- Convey a simple message.
- Use descriptive words, e.g., "pigleewiggleey."

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Use complete sentences.
- Begin to use correct punctuation.
- Use correct spelling for high-frequency words and simple words with regular spelling patterns.
- Write, using temporary (sounded out) spelling for some words, e.g., "were" for where, "what" for want, "prates" for parties.
- Capitalize the first word in a sentence and the pronoun "I."

Brytani 17

My mom calls me Barney.
I love my mom. She is nice.
She takes me were I
what some times. She loves me
She calls me piglee wiggleey.
She likes prates. my mom likes
waiting to Exhla sings. She
likes pigs.



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"Reading Logs"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
X		X				

Assignment

Students maintain a reading log in which they record the names of the books they have read in guided reading. In guided reading, the teacher and student discuss the cover of the book, and the student predicts what the story will be about before beginning to read. After the student reads a book independently, the student and teacher discuss and usually record the strategy used for reading a new "tricky" word.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

- Listen to and read texts representative of a wide range of self-selected materials. (See the variety of titles on the log.) Standard 1
- Read unknown words using meaning cues, grammar cues, and knowledge of phonics and other decoding strategies. (See "My Reading Strategies," e.g., "goose, I saun it aut.") Standard 3

My Reading Log

Books Read

The Seed (7)
I'm Bigger than You
Come for a Swim!
The Cooking Pot
My Boat (6)

Dad's
Headache G
noise G
wake up
Mom! E

The
Giant's Boy H
Mr. whisper
the Poor
Sore Paw H

Redsocksandyellow
socks
Bread
Nowhere
and Nothing
The Mess
Monster
TheCrABAt
The bottom
oFTHeSeA

My Reading Strategies

Name Kevin

Date	My Tricky Word	I figured out the word by...	
1-27	forgot	GoweGdak	"Goed back"
1-28	Goose	Isaunitau	"I sounded it out
2-3	Sausages!	tiwaePek	"I went back"
2-4	Breakfast	becauseSowditot	"Because sounded out
2-5	Noise	keep	"keep going back"
2-[illegible]	breakfast	Iwntbak	"I went back"
2-20	lot	ILookat	"I look at picture" Thet
2-[illegible]	Paw	IseetnePichr	Vr "I see the picture"
3-11	Called	ISoThePichr	"I saw a picture"
4-7	about	braitup	"broke it up"

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"Reading Survey"

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
		X				

In addition to collecting student work, many teachers keep anecdotal records about their students. This student's responses to the reading survey document, at a point in time, show his attitude towards reading ("Because its fun to learn how to read..."); his knowledge of reading decoding strategies, e.g., "I go back and read before the word; cover up a part and look at little words in it"; and re-reading strategies, e.g., "...you skip that word and go to the next word and go back to that word when you're done reading that page; look at the pictures; look at the sounds; go back and read it again." The teacher might give the survey to this student three times during the year to check on his reading progress.

There are many other tools to help teachers assess student reading; this is only one example.

Name Kevin S Kevin Date _____ Teacher _____ 6/11/9.

READING SURVEY

1. Do you enjoy reading? Yes Why?

because its fun to learn how to read, Cause it's fun reading

2. Are you a good reader? Yes Why do you think so?

because I've been practicing, because my mom told me, because my friends told me, because my teacher told me

3. What do you think good readers need to do in order to read well?

~~To practice reading~~ They practice. They read a book

4. When you come to a word you don't know, what do you do?

"I go back & read before the word: cover up a part and look at little words in it; you skip that word and go to the next word and go back to that word when you're done reading that page; look at the pictures; look at the sounds; go back and read it again."

5. What do you think makes a reading selection (or book) really great?

A great part - It has a good ending it has nice pictures, the words are nice

6. If you know someone who was having trouble understanding a reading passage, what advice would you give her or him?

You should practice reading, I would say You're doing great. The word for him or her or I would tell them to sound it out, look at the pictures, go back to the word again

7. What would you like to improve about your reading?

I would read out loud every day and I'd be a good reader.

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"My Daddy"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

This is a posttest writing sample using a writing prompt to compare to an earlier pretest (included). The teacher was assessing growth in addressing the topic, use of conventions, and use of more complex, detailed writing structures. The teacher spent three days modeling the assignment. The included writing prompt provides detailed directions: day 1— getting ready to write, visual organizer, time to write; day 2—revision; and day 3—editing.

Student Work

The work (posttest) produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Use writing to communicate for a variety of purposes. Standard 5

- Focus on one topic.
- Use descriptive words when writing, e.g., "vare hape" (very happy), "I now to japrop bi hrt" (I know to jump rope by heart).
- Convey a message in simple narrative. She explained how her daddy taught her to jump rope.
- Include appropriate details. She described how her daddy told her "that you had to pot yor ams up with the rop in yor haes than swing the rop ovr yor had and jap ovr the rop" (that you had to put your arms up with the rope in your hands, then swing the rope over your head and jump over the rope).

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Begin to edit for appropriate capitalization and punctuation.
- Use complete sentences.
- Capitalize appropriately, e.g., the first word in a sentence and the pronoun "I."
- Use correct spelling for familiar words and use phonetic spelling for unknown words, e.g., "dadey" for daddy, "vare" for very, "hape" for happy, "haes" for hands.

Grade I Writing Prompt
Day I

FRIENDS

PROMPT: Tell about a time when you helped a friend or a friend helped you.
RECOMMENDATION: Have students create their drawing on a blank, separate sheet.

Introduction

"We are going to talk about friends today, how you help them and they help you. Then we're going to write about a time when you helped a friend or a friend helped you."

Section 1 - Getting ready to write (about 10 to 15 minutes)

Sit students on the rug in a big circle and discuss:
"Who is your friend? Who are our friends? Think about a time a friend helped you."
(Have children respond.)
"Think about a time when you helped a friend. How did this make you feel?"
(Have children respond.)

Visual organizer (5 to 10 minutes)

Make a cluster or list with the word friend on the board, a chart, or transparency. Have students help you add their ideas for the following: ways a friend helps me; ways I help a friend. You can leave out for students during their writing.

Section 2 - Time to write

Explain to students that, "you will be going back to your seats to draw a picture* that shows a time when you helped a friend or a friend helped you. After you draw your picture for 10 minutes, when I say stop, you will write about your picture."
* Drawing on separate sheet because story will be rewritten

To help students focus on their assignment, ask students to recall one time they helped a friend or a friend helped them as you dismiss them individually from the rug.

Have crayons, pencil and a piece of paper at everyone's seat. Students are to draw for 10 minutes (maximum - please time them). DIRECT STUDENTS TO PUT CRAYONS AWAY.

Tell students to use their pictures to help them write about a time when they helped a friend or how a friend helped them (30 minutes for writing).

Teachers: If students complete their writing, you may allow them to finish their pictures.

Grade I Writing Prompt
Day 2

Revision

Revision focuses on the rethinking, clarifying, adding and/or removing ideas.

First Grade teachers need to model the writing, rereading, and revising process.

1. Teachers need to write their own story in front of the class, using chart paper, overhead or chalkboard. Write a brief story and make it kid-like. The following is an example you may use:

   My friend fell. I helped.

2. Reread your story. Model your thinking process as you ask yourself revision questions out loud.

   "Does my story make sense?
   What else does my reader need to know?"

3. Ask the children for comments about the writing that would make it better. Revise your story. Make corrections in the space below the words. Show students how to use a karot (^).

4. Now ask for a student to read his/her story to you. The teacher becomes the listener and models the questions to the writer and the rest of the class. If needed, model the revision process with another student.

5. After that, have two students model the process for the class. One student reads his/her story and the partner listens and asks the questions. If needed, have two more students demonstrate.

6. Pair students. Explain to students that one person will read his/her writing while the partner listens and asks questions and/or makes comments to help make the writing better. Then they will change roles. Allow 5 - 7 minutes for sharing of writing. Students return to their seats and make their revisions.

Grade I Writing Prompt
Day 3

Editing

Editing focuses on mechanics and correctness.

1. Show your original paper with revisions to the class. (Rewrite it with errors. Make sure it is flawed mechanically. Leave off capitals and periods.)

2. Model making corrections to your sentences. Teacher says, "We're going to look at our work to see if capitals and periods are in the right place. We need to make it read right." Model making corrections to your sentences using a crayon or colored pencil.

3. Have students correct their own papers at their desks using a crayon or colored pencil. Teacher says, "Let's all look at our own papers. Does it begin with a capital? If not, correct your paper. Does it end with a period? If not, correct your paper."

4. Rewrite. Have students rewrite their paper in pencil on a clean piece of paper. Staple all copies together, final on top, and bring to Staff Development Day on December 9, 1996. DO NOT CORRECT OR GRADE PAPERS.

Assessment Scales for Pupil Performance

Grades I

Writing

5 An expanding writer writes text with occasional errors in capitalization, punctuation, and spelling. Uses more complex sentence structure with appropriate punctuation. Writes to communicate purposefully with others. Varies sentence beginnings. Rich in detail.

4 A fluent writer is developing skills and confidence. Able to write *complete sentences* and/or stories with some errors, capitalization, punctuation, and spelling. Writing addresses the topic using descriptive language.

3 An early writer shows an increasing ability to write a *complete idea*. Is beginning to use capital letters and periods appropriately. Aware of conventional spelling. Writes with confidence and takes risks by approximating the spelling words. Addresses topic and begins to use descriptive language.

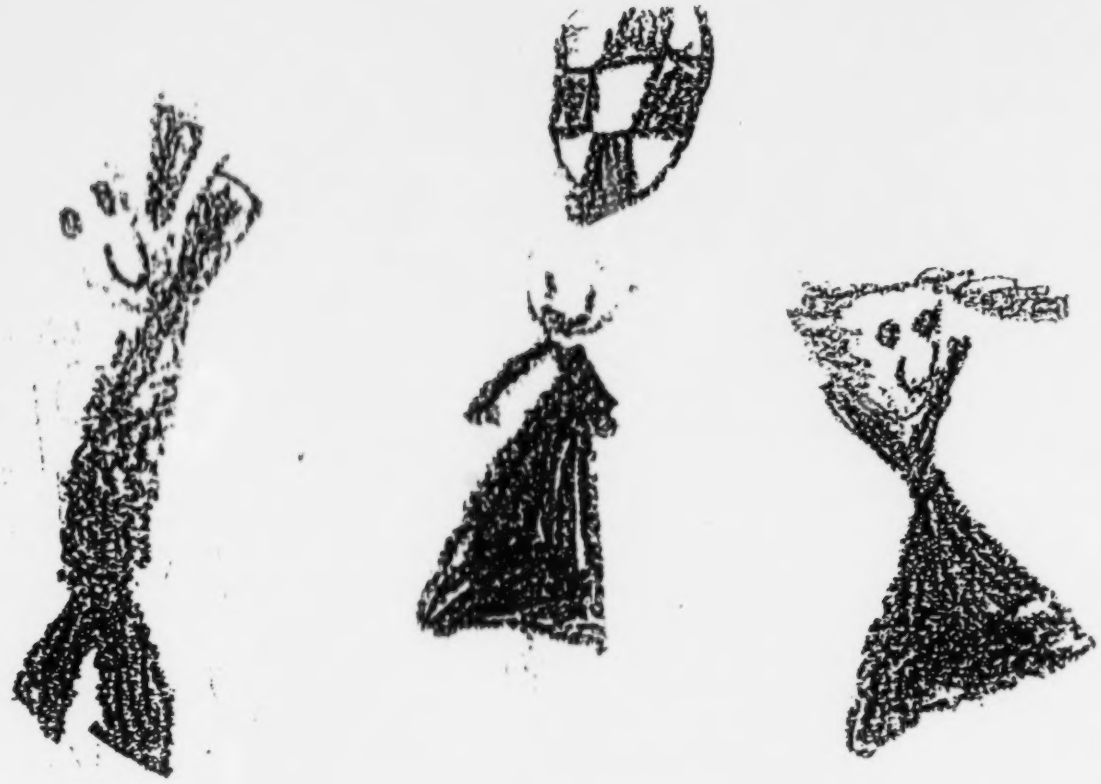
2 An emergent writer primarily uses initial and sometimes final sounds which may represent a word or syllable. Makes letters similar to conventional forms. Strings letters representing words together, e.g. MGBKMTDA which stands for, "My grandpa came today." May or may not address topic. *May use letters to represent words.* May use sight words, but needs to expand sentence clarity.

1 A pre-emergent writer is aware of print and writes own name correctly. Uses *random* letters or writing like scribble to represent words/meaning. Draws pictures.

Posttest

Amanda April 30th

My dadey helpt me jumprope. I was vare hape. He told me that you had ta pot yor ams up with the rop in yor haes than swing the rop ovr yor had and jap ovr the rop. I was vere hape. I now to japrop bi hrt. My dadey is my best frad in the hol famale.



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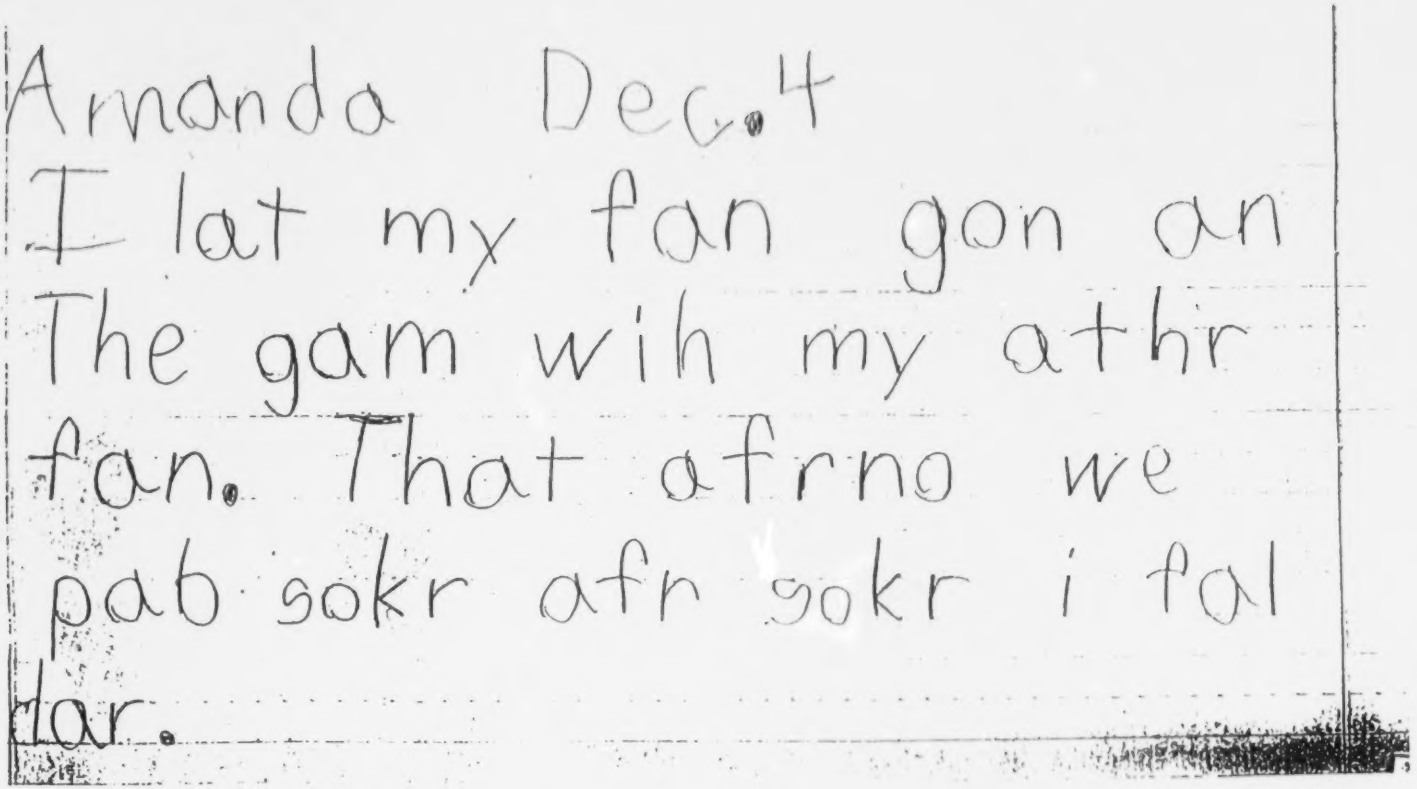
Pretest


Amanda Dec. 4
I lat my fan gon an
The gam wih my athr
fan. That afrno we
pab sokr afr sokr i fal
dar.

"How to Make a Truck"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

As part of Writer's Workshop, the students create their own stories or reports. For this work sample, the teacher and children brainstormed ideas for writing, including how the class made their wood farm trucks. The students were asked to create a picture and write a story about it. This student wrote about the class's wood construction farm trucks. The work was done in class as a first draft. The students used "word wall" and student dictionaries to help them write. They also shared their writing with a peer.

Student Work

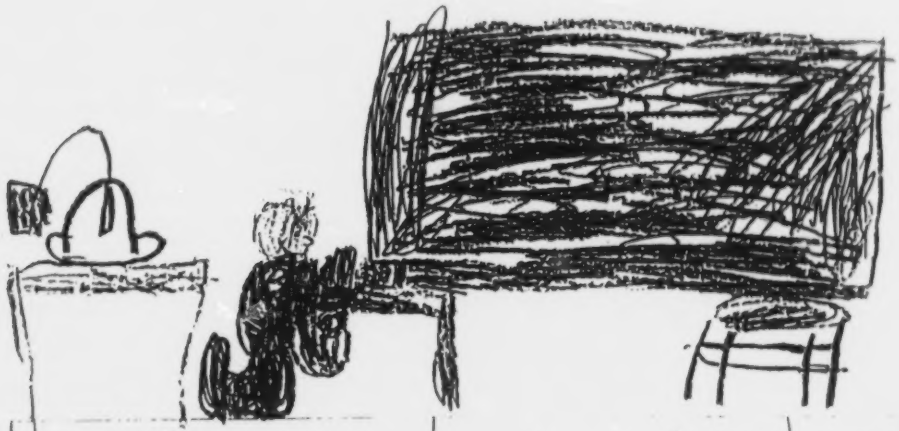
The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Use writing to communicate for a variety of purposes. Standard 5

- Focus on one topic: how to make a truck.
- Convey a message in a simple factual report: "Frist you cut...Then you nell it...Then you paint...Then you glue...Then you mack the farmr to driv it. And that is it."

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Use complete sentences.
- Capitalize the first word in a sentence.
- Begin to use correct punctuation: periods at the end of sentences.
- Use correct spelling for high-frequency words and simple words with regular spelling patterns.
- Write using temporary spelling for unknown words, e.g., "mack" for make, "frist" for first, "nell" for nail, "gats" for gates, "driv" for drive.



How to mack a truck Frist
you cut the wood. Then you
nell it to gether. Then you paintit
Then you glue the gats on.
Then you mack the farmr to
driv it. And that is it.
Brandon

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"What I Learned"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X			X	X	

Assignment

After two weeks of a science unit on living things and habitats, the teacher assessed the students' knowledge and understanding of the main concepts of the unit. The students were asked to write about what they had learned. They could refer to words on the board (leaned, animals, plants, people, forest, desert, plain) and their "priority word list" at their tables. Although this work also illustrates writing conventions, the teacher was only looking for content, e.g., a description of at least two habitats and some connection or comparison between people, plants, and animals.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. This student is also learning English as her second language. The student can:

Read, comprehend, interpret, and begin to evaluate materials appropriate to the grade level. Standard 2

- Retell what she has learned in science.
- Recognize the main ideas.

Use writing to communicate for a variety of purposes. Standard 5

- Convey a message in a simple narrative report about what she has learned about plants and animals and about forests and plains.
- Use descriptive words: "...desert can be flat and hilly," "...the forest is cool," "...the plane is flat."
- Include appropriate details: "...some plants have oil," "...animals move to find food...animals can move from place to place but pants does not," " ...the plane...does not get alot of rain," "...animals in the desert come out at night time," "animals need food air and water."

Use, with some assistance, appropriate conventions of written language. Standard 6

- Use complete sentences.
- Capitalize the first word in a sentence.
- Begin to use correct punctuation: use a period at the end of a sentence.

I learned that animals live in plain. I learned that animals live in forest. I learned that Some animals live in deserts. I learned that the animals in the desert come out at night time. I learned that animals need food air and water. I learned that plants need sun so they can grow. I learned that animals have different ways to find food.

I learned that Plants can stay safe
I learned that animals can stay safe
I learned that some plant have oil.
I learned that desert can be ~~flat~~ and
hilly. I learned that plants is a living thi
I learned that animals move to find
food. I learned that animals can
move from place to place but
Pants does not. I learned that the
forest is cool. I learned that
the Plane is flat and It does not
get alot of rain.

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"All About the San Francisco Zoo"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

As an introduction to a unit on living things and habitats, the students took a field trip to the San Francisco Zoo. They were asked to write about their trip to the zoo. The title, "All About the San Francisco Zoo," was written on the board. This student asked how flamingo was spelled. and the teacher wrote it on the board. The teacher was looking for detail and complete, meaningful sentences with correct punctuation and both correct and phonetic spelling.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. This student is also learning English as her second language. The student can:

Use writing to communicate for a variety of purposes. Standard 5

- Focus on one topic, the zoo.
- Convey a message in a simple narrative, including her opinion about the gorilla: "I 'hete' (hate) the 'grella' (gorilla) because its smell 'stickse' (stinky)."
- Include appropriate detail: She named some of the animals she saw: "grella, elepent, tiger, black bear, flamingo," "...tiger was laying on the grass," "...the black bear was in the cave and they are three cages," "...flamingo was standing on one foot when it was sleeping," and sequenced the ending: "Then we have to give our 1.00 to Miss — then we have to wher Miss — is standing. At the end we have to pack up to go in the bus and go back to the school so we could go home."

Begin to use, with some assistance, appropriate conventions of written language. Standard 6

- Use complete sentences.
- Capitalize the first word in a sentence, proper nouns, and the pronoun "I."
- Use conventional spelling for familiar words and phonetic spelling for unknown words: "grella" for gorilla, "elepent" for elephant, "tuching" for touching, "sacent" for second.

4-10-97

All About S.F. Zoo

I hete the grella because its smell stickse. I saw a elepent pape and in the Zoo I saw a tiger was laying on the grass. When I saw a black bear the black bear was in the cave and they are three cages. When I was tuching the grella it puts its hand up and down. In the Zoo I saw a flamingo was standing on one foot when it was sleeping.

At the sacent part I saw a tiger. . Then we Have to give our 1.00 to Miss. Glart then we have to go wher Miss. Nguyen is standing. At the end we have to pack up to go In the bus and go back to the School so we could go home.

Student Work Samples in Language Arts

Grade Two

"Story Charts"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X					

Assignment

The teacher had modeled lessons on retelling stories. The students were asked to read independently and respond to the story, identifying the problem-solution, characters and setting, and beginning, middle, and end. Two samples are included.

Student Work

The work produces evidence that these students demonstrates progress towards meeting the standard checked above. The students can:

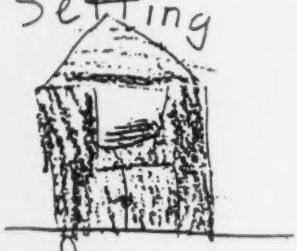
Read, comprehend, interpret, and evaluate materials appropriate to the grade level. Read and respond to narrative materials to develop understanding. Standard 2

- Describe the setting, characters, and events.
- Identify the problem and solution.
- Katie also identified her favorite part but did not explain why she liked it.

Title
Duck and Hen

Characters
Duck and Hen

Setting

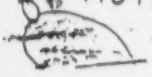


farm

Begining
Hen and Duck are best friends

Middle
They where hungry. They went to find food.

End
You can't be wh you are not.



~~Name~~
Sarah
~~Page~~

Problem
Duck can't pound the ground with his flippers. And hen can't swim.

Solution
Don't be somone that you are not.

Aother
Joy
Cowley
Tony Stoddard

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In the Dinosors Paw Patricia Reilly Giff illustrated by Blanche Sims	Setting In the school yard	caricters Mrs. Roony	Favit caricter —
Begening Richerd hid his Green mittens under the bed.	Midll! Richered sneeked into the closet. H looRedaround for his mittins	end In the window the sign said; Minnie's Mint bars.	Fiavrit part I like when Richerd hid his mittens under the bed

"The Life Cycle of the Whale"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X					

Assignment

The class activities have included reading books during shared reading and identifying the main points of the books for whole-class discussion. For this assignment, the student was asked to read a book independently and select an activity from the Reading Log Ideas after she had finished reading. A sample of the Reading Log Ideas is included. The teacher was assessing whether or not the student could identify the main points of the book.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standard checked above. The student can:

Read, comprehend, interpret, and evaluate materials appropriate to the grade level. Read and respond to nonfiction text and informational materials to develop understanding and expertise. Standard 2

- Restate ideas from text.
- Recognize the main idea.

4-15-97

The Life CYCLE of The Whale

Did you Know?

1. Blubber is a thick layer of fat.
2. Most whales dont need teeth.
3. Whales cant see very well.
4. Whales cant smell very good.
5. Side fins work to steer, drive and stop.

Reading Log Ideas

for _____

Hi there, super reader! Each time you read a book in _____ choose one activity below to do for your reading log. Be sure to put a tally mark next to each number after you have finished the activity...and don't forget to add your sticker to your bookmark!!! Way to go!

_____ 1. Draw a picture of your favorite character. Then write a list of words to describe him or her.
_____ 2. Describe the setting. Add a picture to go with your description.
_____ 3. If you were the author, tell how you might change the story.
_____ 4. Write the author a short note asking any questions that you might have.
_____ 5. Read two pages from this book to a friend and try to convince your friend to read this book. Write down two reasons you gave to your friend to read this book.
_____ 6. Copy three sentences that tell about a character in your story.
_____ 7. Who does the main character remind you of?
_____ 8. Design an advertisement for your book. (poster)
_____ 9. Tell about the most exciting thing that happened in the story.
_____ 10. Design a new book cover. Be sure to include details!
_____ 11. Make a book marker revealing some information about the book.
_____ 12. Make a story board that illustrates an event from the beginning, middle and end of the story. Write a sentence to tell about each part.
_____ 13. Make a time line of events in the story.
_____ 14. Find special words in the story that may have been, new funny, different, hard, strange, interesting, or important.
_____ 15. Where does the story begin and end? Draw each place.
_____ 16. What is the main idea of this story? Why do you think so?
_____ 17. Pick a part of the book that is a good part, a funny part, a scary part, an interesting part or a good description and tell about it.

"Peter in Benjamin's Garden"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
			X	X	X	

Assignment

The class had read 18 of Beatrix Potter's books and learned about her life, motivations for writing, and some historical background in twentieth-century England. Students were asked to write their own Beatrix Potter book, based on her characters and format, as an extended project. They were given a checklist (included) and met with the teacher at each step of the checklist. Additionally, they received peer coaching and editing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Organize thoughts and information for writing. Standard 4

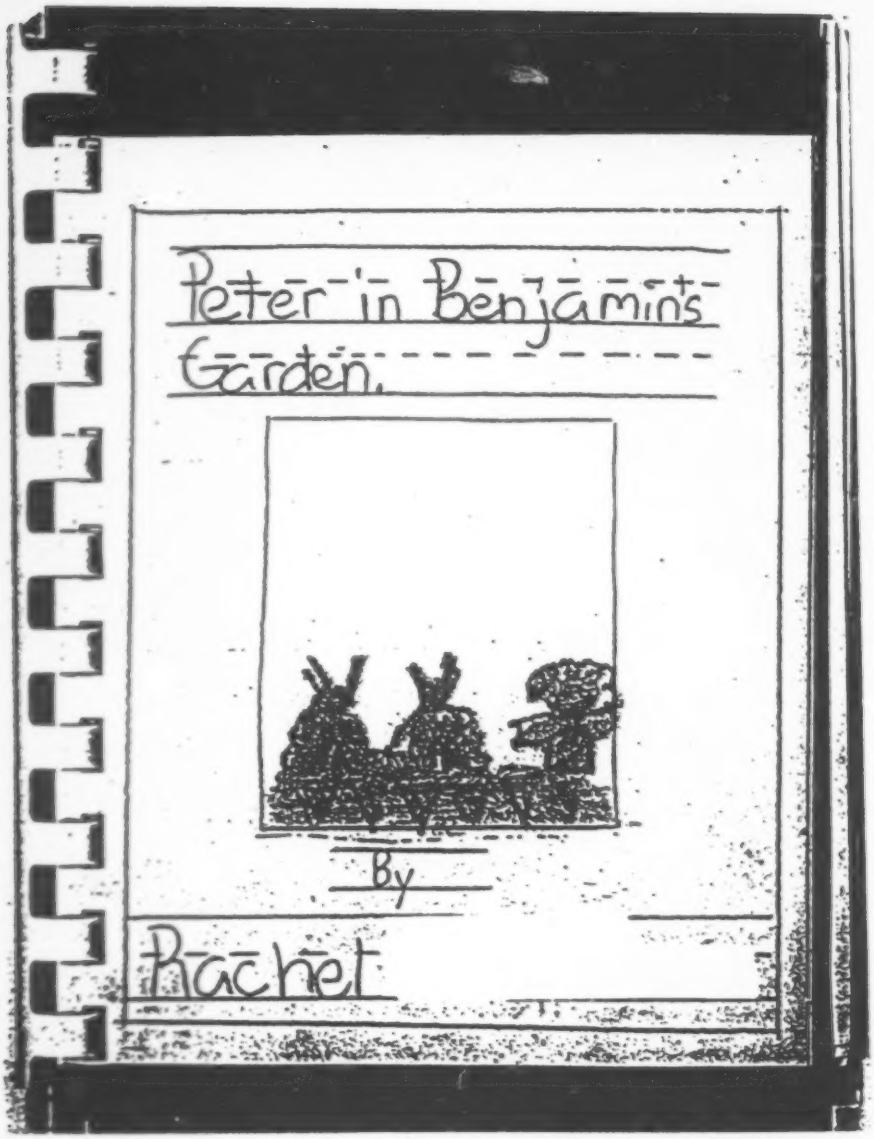
- Begin to organize ideas for writing (see "create a story" form included).

Use writing to communicate for a variety of purposes and audiences. Write to tell a story. Standard 5

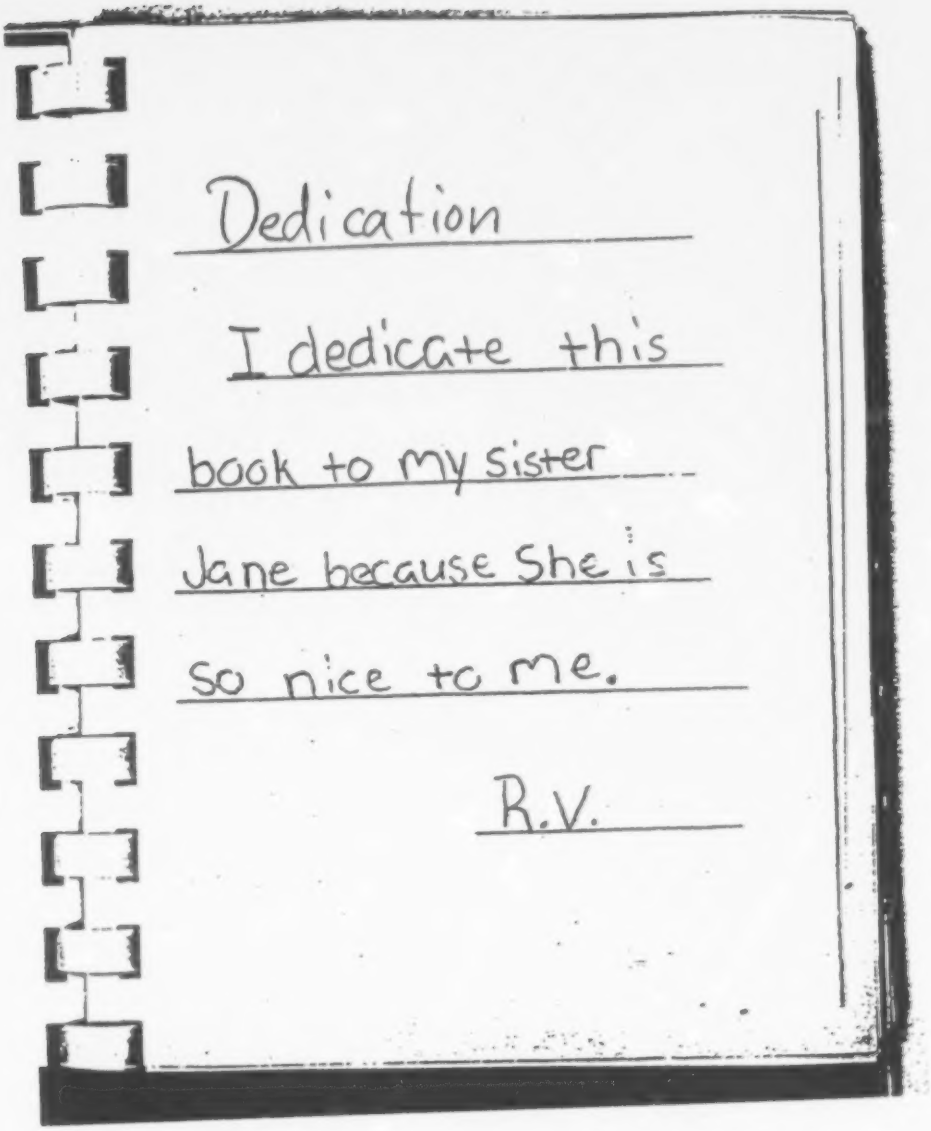
- Include setting (Peter and Benjamin's garden), characters (Benjamin Bunny, Tom Kitten, Peter Rabbit, Mrs. Tiggy-Winkle, the fox), and events (see problem and solution on the "create a story" page).
- Begin to use dialogue: "Benjamin said, 'Do you think we should grow so more carrots?' " "Mrs. Tiggy-Winkle went over to Peter and Benjamin and said, 'Hello. Can you show me your garden.' " "She said, 'Oh my this is terrible!' "
- Include a beginning ("Once upon a time there was a carrot garden."), middle ("A fox snuck into the garden and took out the scarecrow...he ate some carrots and then lettices and he threw plants everywhere."), and an end ("Peter and Benjamin caught him [the fox] with a bag and they put the fox in the zoo." "They celebrated with a party and all the people who went to the zoo laughed at the fox.")
- Maintain a focus.

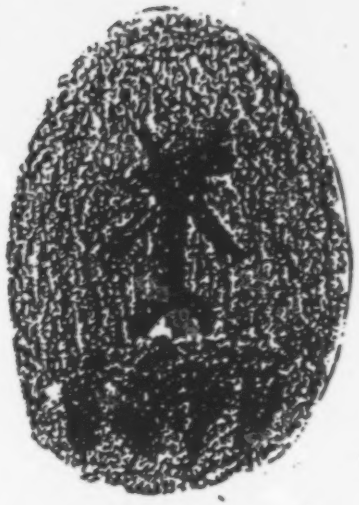
Use, with some assistance, appropriate conventions of written language. Standard 6

- Use conventional spelling for familiar words and those words with regular spelling patterns.
- Use correct punctuation and capitalization.
- Use complete sentences.

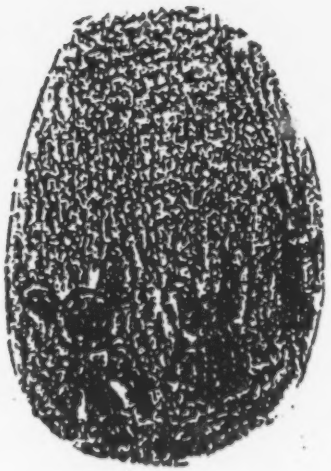

Peter in Benjamin's Garden.
By
Rachel

Peter in Benjamin's Garden.
by Rachel
Benjamin + Co, Inc.
© 1997


Dedication
I dedicate this
book to my sister
Jane because She is
so nice to me.
R.V.



Once apon a time there was a carrot garden. It was Peter and Benjamins garden. They put a scarecrow so no crows would eat the carrots.



x Benjamin said,
"Do you think we should
grow so more carrots?"
Peter said, "Yes", but when
they went to Petco, a
Fox snuck into the garden.
He said, I not afraid of a scarecrow.

2

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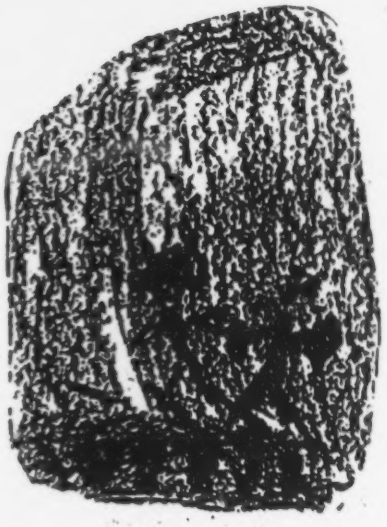
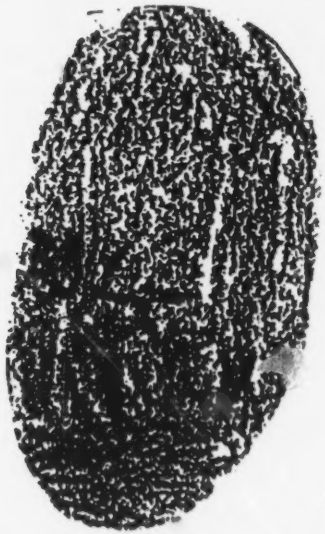


× He took it out then he ate some carrots and then lettices and he threw plants everywhere. Then he ran away. When Peter and Benjamin got back they said where hugn!" When they wher so sad.

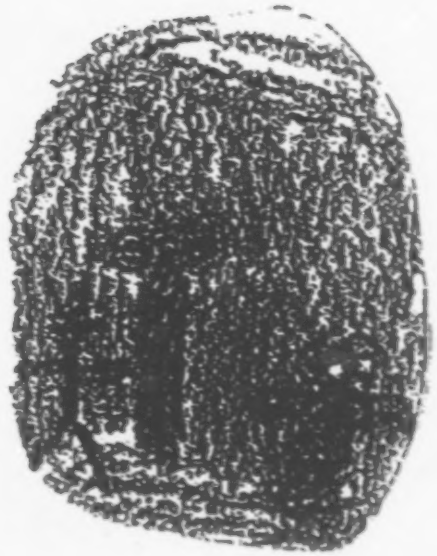
3



The garden was all messed up. The Fox was smiling and laughing. So Benjamin and Peter called Mrs. Tiggy-Winkle.

Peter said "Hello Mrs. Tiggy-Winkle, messed up our garden. It's the Fox.

4

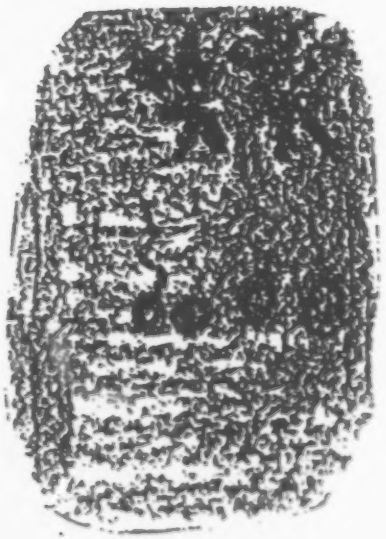


The Fox grinned. He was hidden behind a tree. Mrs. Tiggy-Winkle went over to Peter and Benjamin and said, "Hello, can you show me your garden? She said, "Oh my this is terrible"

5

*Peter suddenly heard foot steps. He yelled, "The Fox!" So Peter and Benjamin ran fast. Peter and Benjamin caught him with a bag and they put the Fox in the zoo.

6



They celebrated with a party and all the people who went to the zoo laughed at the Fox. Mrs. Tiggy-Winkle showed the carrot garden. It was a special garden.

THE END

7

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Crea-una-historia

Rachel V. #11

name
nombre

Setting -(Place)
Escenario - (Lugar)

My setting place will be happend in a garden.

Character List
Lista de los personajes

1. Benjamin Bunny
2. Tom Kitten
3. Peter Rabbit
4. Mrs. Tiggy-Winkle
5. The Fox

Problem to be solved
Problema a resolver

The Fox went all to the garden and ~~garden~~ distrode the garden.

Solution and Ending
Solución y Final

Benjamin, and Peter went to fix the garden.

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Publishing a Book
Checklist

- [x] 1. Write your story.
- [x] 2. Meet with the editor and re-copy your story.
- [x] 3. Meet with designer and copy your story onto book pages.
- [x] 4. Draw all your illustrations.

- [x] 5. Put writing and illustrations together unless you drew them on the page.
- [x] 6. Meet with publisher and plan the binding, dedication, and title page.
- [x] 7. Bind your book with the publisher or on your own with permission.

- [x] 8. Make a dust jacket for your book and celebrate! Read your book to the class.
- [ ] 9. You may make another project from your book-see your teacher.

"The Farm"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students were asked to write a story that describes a setting. They were to add details so the reader could color a picture of their description. The story was passed to a classmate who colored the picture. This story represents the second draft.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Use writing to communicate for a variety of purposes and audiences. Write to inform the reader. Standard 5

- Include details: "1 year old blue barn"; "a herd of black and white cows that the farmer is feeding"; "a 5 year old white house with the farmers kids are watching T.V."; "a blue lake where the farmers wife is getting a bucket of water for the family."
- Maintain focus about the barn.

Use, with some assistance, appropriate conventions of written language. Standard 6

- Use conventional spelling for most words, correcting some words in the first draft.
- Capitalize words at the beginning of a sentence.
- Use correct punctuation at the end of sentences.
- Use complete sentences.

3-10

The Farm

On a farm you will see a new 1 year old blue barn. By that 1 year old blue barn you will see a herd of black and white cows that the farmer is feeding.

By the farmer
you will see a 5
year old white
house with the
farmers kids are
watching T.V.
By the 5 year old
white house you
will see a blue lake
where the famers

wife is getting
a bucket of water
for the family.
the end

Student Work Samples in Language Arts

Grade Three

"Thank you letter"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students were asked to write final drafts of thank you notes to Bella Lewitzky following a field trip to UCLA for a modern dance performance. They were asked to use letter format; be complimentary; tell specific parts they liked; and write 3 to 5 sentences using "good English."

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences. Write to inform. Standard 5

- Provide appropriate and specific facts and details: "How in the world could the dancers bend like that?" "The men must have been really strong..."
- Maintain a focus: focus on the performance.

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use appropriate capitalization and punctuation.
- Use conventional spelling.
- Use appropriate word choice: "absolutely astounding," "masterpiece."

Jan. 17, 1997

Dear Ms. Lewitzky,

The performance I saw today was absolutely astounding. How in the world could the dancers bend like that! I wonder how long it took them just to learn one part. I personally think that the performance was great. The men must have been really strong for one of the actresses to walk on their arms. How did you ever create such a masterpiece? Anyway, I just wanted to say thanks for inviting us and have a good retirement.

Sincerely,

"My Graph"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students made a daily schedule about how they spent their time in a 24-hour period. They made a graph showing at least five daily activities and the time spent on each. This assignment was to write about their graph, interpreting it. They used dictionaries and peer and teacher editing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences. Write to inform the reader. Standard 5

- Maintain a focus: His graph is about his free time.
- Provide appropriate and specific facts and details to accommodate the information needs of the reader: "Since I live right accros the street travleing has the least number of minuts." "I spent 360 minuts playing." "I spend 70 minuts doing Homework, 10 more minuts then watching T.V."

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use mostly appropriate capitalization. (He did well except for "t.v." and "homework.")
- Use mostly conventional spelling. (He should have used his dictionary to check "accros" and "travleing.")

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My Graph

Spencer D Mar. 11, 1997

My graph is about my free time. Since I live right accros the street traveling has the least manber of minuts. I was surprises how mack minuts I spent playing, I spent 360 minuts playing. I dont spend to much watching T.V. I spend 10 minuts doing Homework, 10 more minuts then watching T.V.

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Spencer Spencer's Schedule
2-10-97

7:00 am I wake up
7:00 am - 7:10 am I eat (10 min)
7:10 am - 7:20 am I get dressed (10 min)
7:20 am - 7:25 am I feed the dog (5 min)
7:25 am - 7:35 am I make my lunch (10 min
7:35 am - 7:45 am I brush my teeth and hair (10 min)
7:45 am - 8:20 am I play with my friends (35 min)
8:20 am - 8:25 am I walk to school 5 min
8:25 am - 11:15 am I do school work (2 hr 10 min)
10:15 am - 10:45 I play at first recess (30 min)
10:45 am - 11:50 am I do school work 1 hr 5 min)
11:50 am - 12:20 I eat my lunch (30 min)
12:20 am - 12:50 pm I play at second recess.
12:50 pm - 1:30 pm I do math and other school work. (40 min)
1:30 pm - 1:40 pm I play at last recess (10 min)
1:30 pm - 2:55 pm I do school work (1 hr 25 min)
2:55 pm I go home
2:55 pm - 3:45 pm I do home-

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work. (1 hr 10 min.)
3:45 pm - 3:55 pm I eat snack (10.
3:55 pm 6:00 pm I play with my friends. (3 hr. 55 min.)
6:00 pm - 6:30 pm I play Nintendo. (30 min.)
6:30 pm - 7:00 pm I eat (30 min.)
7:00 pm - 8:00 pm I watch T.V.
8:00 pm 8:30 pm I read. (1 hr 30 m
8:30 pm I get my P.J.s or shower, and brush my teeth (30 min.)
9:00 pm - 7:00 am. I sleep.

Playing	35 min + 30 min + 30 min = 60 min + 60 + 5	36
Eating	10 min + 30 min + 10 = 50 min	
Homework	70 min + 0 min = 70 min.	
Watching	T.V. 60 min = 60 min.	
Traveling	5 min + 0 min = 5 min.	

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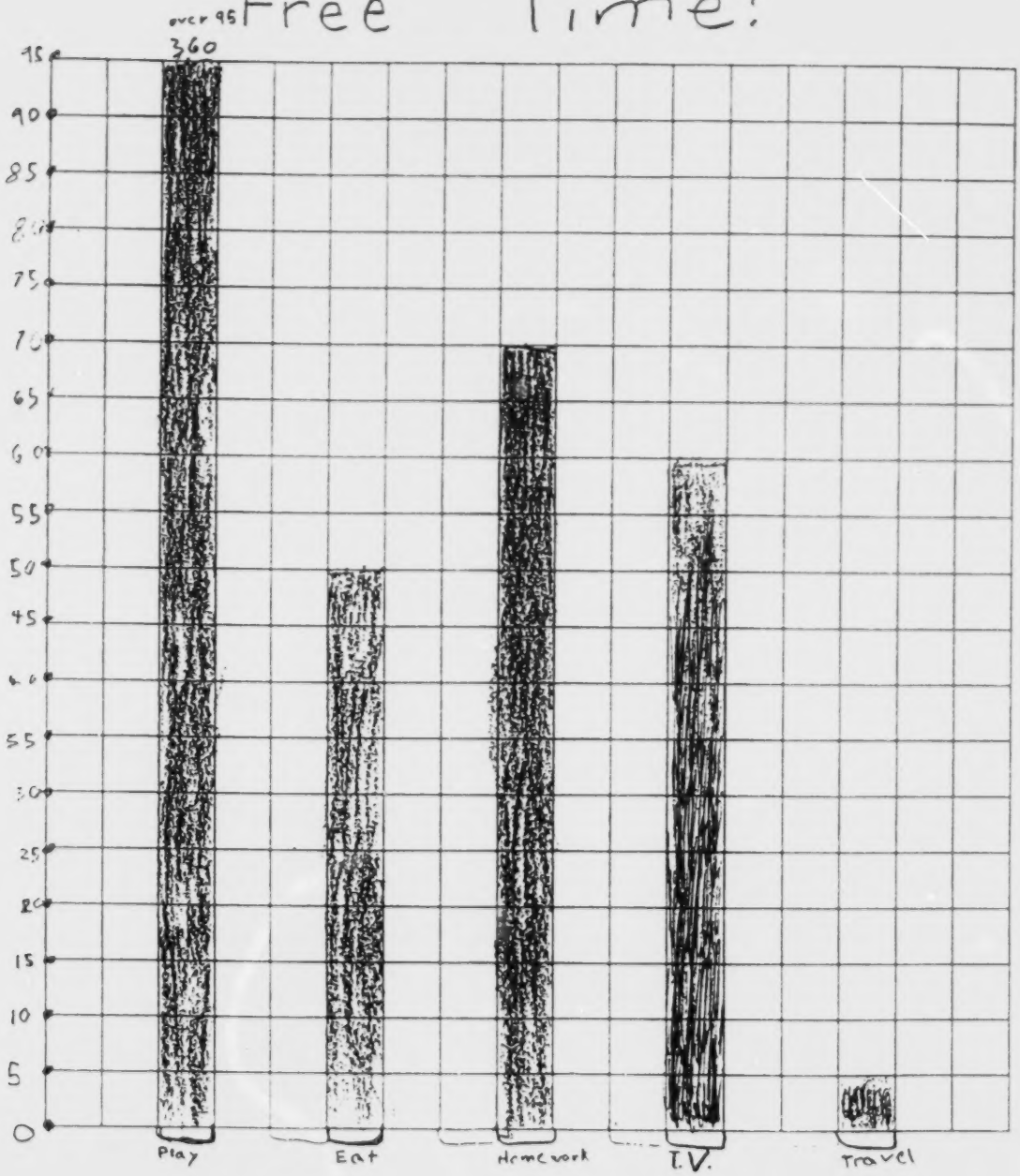
How Do I Spend Free Time?



"Dr. De Soto"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X				X	

Assignment

The students read the story about Dr. De Soto. The teacher asked them to write about how Dr. De Soto used "intelligent behaviors," using specific examples. The students had studied each of the "intelligence's" for two to three days. Each student had a handout as a reference as well as being able to see a chart of the "intelligence's" posted on the wall.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student is learning English as a second language. The student can:

Read, comprehend, interpret, and evaluate a wide range of materials appropriate to the grade level. Respond to fiction using critical, interpretive, and evaluative processes. Standard 2

- Extract appropriate information about characters: The student gave five examples of "intelligent behaviors": "persistant, think ahead, listened, flexible, and used."

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use appropriate capitalization and punctuation.
- Use conventional spelling.
- Use varied word choice: "persistant, outfox, flexible, metacognition."

Dr. De Soto

Joel Apr. 14, 1997

Dr. De Soto used many intelligent behaviors. He was persistant when he had to finish the job with the fox. He had to think ahead when he was making a plan to outfox the

fox. The dentist listened to others when they were in pain. He was flexible when he broke his own rule to let the fox in. Dr. De Soto used metacognition when he explained his plan to his wife.

"Fern and Wilbur's Diary"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X			X	X	

Assignment

As the students read *Charlotte's Web*, they were to keep a diary, reflecting on the story from the point of view of the characters.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read, comprehend, interpret, and evaluate a wide range of materials appropriate to the grade level. Respond to fiction. Standard 2

- Demonstrate an understanding of the text by retelling parts of the text through the point of view of the characters Wilbur and Fern.

Write effectively for a variety of purposes and audiences. Write to describe and express ideas. Standard 5

- Group related ideas. In "Wilbur's Thoughts," this is illustrated by paragraphs on separate topics, e.g., why Wilbur likes being taken care of by Fern, Charlotte and Wilbur being best friends, the fair, and Charlotte's children.
- Exhibit clear thinking.
- Explore observations: In "Wilbur's Thoughts," she says "Charlotte is acting very strange. I think she needs a spider Doctor." In "Fern's Diary," she says that "I think it's funny that Wilbur thought he could spin a web."

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization (except that she capitalized "doctor" and "uncle," and "punctuation").
- Use paragraphs to organize information and ideas.
- Use conventional spelling most of the time. The teacher noted that this was a first draft. In a revision, she probably would have discovered her errors, e.g., "Charrlotte," "Templton."

Fern's Diary

June-5 weeks

I love my pig Wilbur and I don't want to get rid of Wilbur. The good part about it is that Uncle Hom lives close to us. I wish Wilbur could stay with us. Wilbur is adoring. He loves following me around.

I am hearing conversations with Templton and Charlotte. She is trying to convince him not to keep that rotten egg. I think it's funny that Wilbur thought he could spin a web.

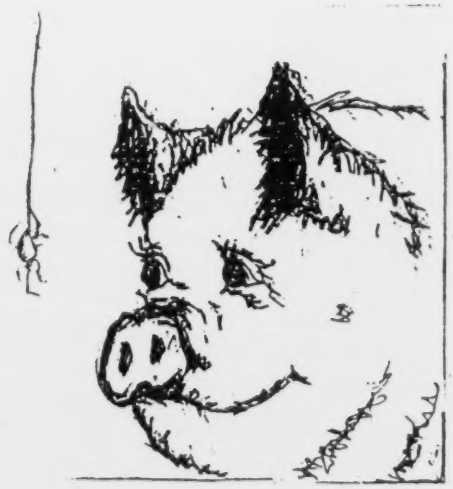
Dear Diary,

My mom went to see Dr. Dorian about me because my mom doesn't believe that the animals talk like me. She finds out that the animal might really talk.

During reading of Charlotte's Web, children make responses in a "diary" pretending they are character. So are reflecting on situation from point of view of character

St. 2

Wilbur's Thoughts



Name _____

I like being taken care of by fern. I like it when she feeds me my milk. I don't want to go to her Unde's! I like it here. Once I get to her Unde's I'm coming right back.

Charrlotte and I are best friends. When I'm around her I'm never scared. I can count on Charrlotte ~~from~~ for saving me.

I like being at the fair. I get even more attention then at the barn. Charlotte is acting very strange. I think she needs a spider Doctor.

I will always remember Charlotte because of her children. I want to stay with Charlotte. I will take care of her kids. I wish Templton would be more serious.

"Where Eagles Gather"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X		X	X	X	

Assignment

The students had been learning how to use notes in writing a research project. They were taught how to take notes, using note cards; how to categorize the notes; and how to write a rough draft and revise it for a final paper. For this assignment, students were asked to read the book *Where Eagles Gather* and take notes on important information from this book. They did a rough draft individually, used peer editing, and revised their copy for publication.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read, comprehend, interpret, and evaluate a wide range of materials appropriate to the grade level. Respond to nonfiction. Standard 2

- Restate and summarize information about the bald eagles.
- State the main idea in her own words: "They mostly eat dead fish. They take a few years to become a good fisherman." "DDT and pesticides poison the lakes and kill eagles and fish." "They need space to fly those long miles." "They need peace and quiet to raise their babies." "The eagles nest is home sweet home."

Organize thoughts and information for writing by using the note cards. Standard 4
Write effectively for a variety of purposes and audiences. Write to inform the reader. Standard 5

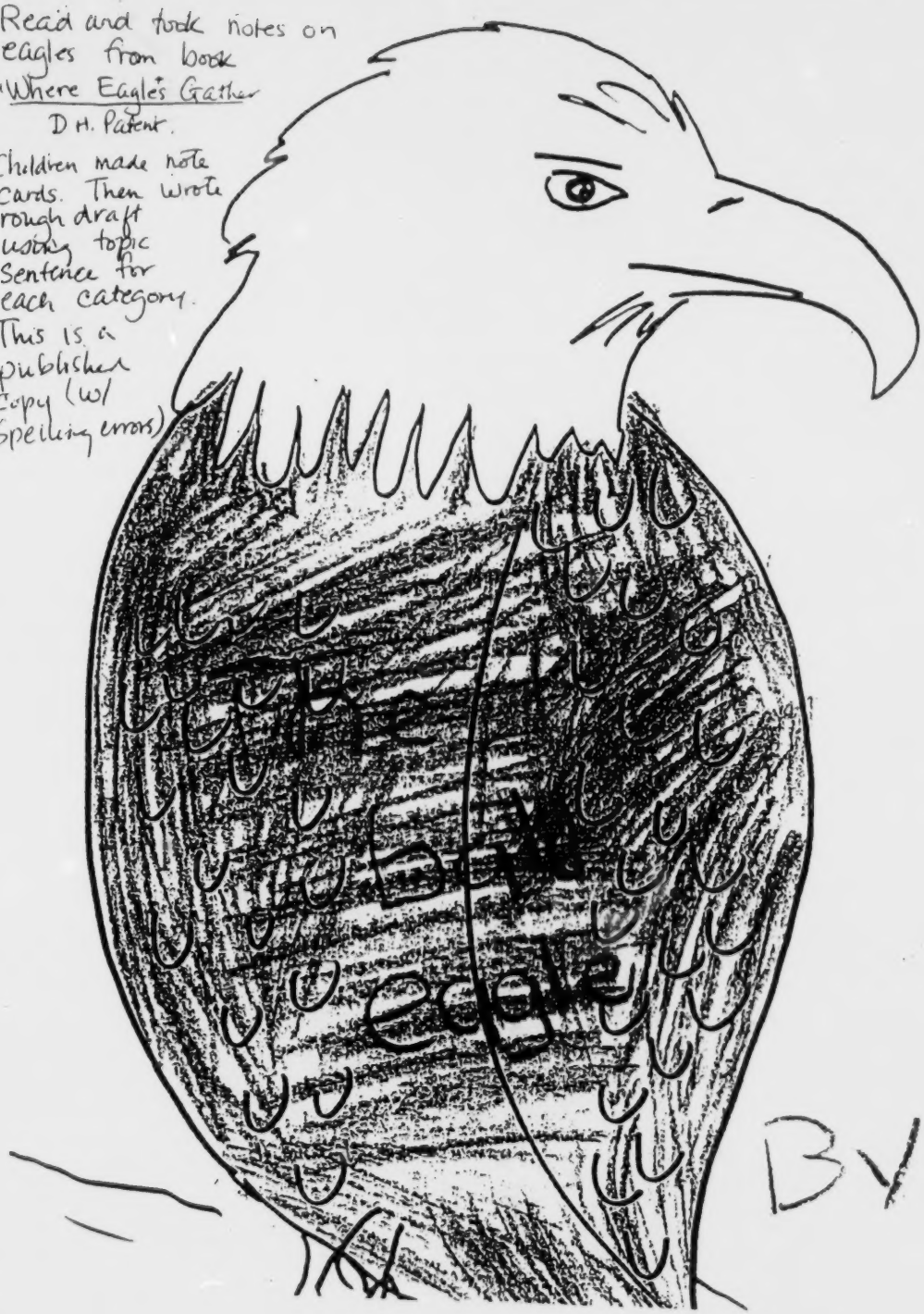
- Maintain a focus throughout the writing on the eagles.
- Provide appropriate details: "...wing span can reach up to 7 1/2 feet long." "The beak is curved and used for ripping up food to survive." "...good eyesight." "...colors...are brown, black, and white."

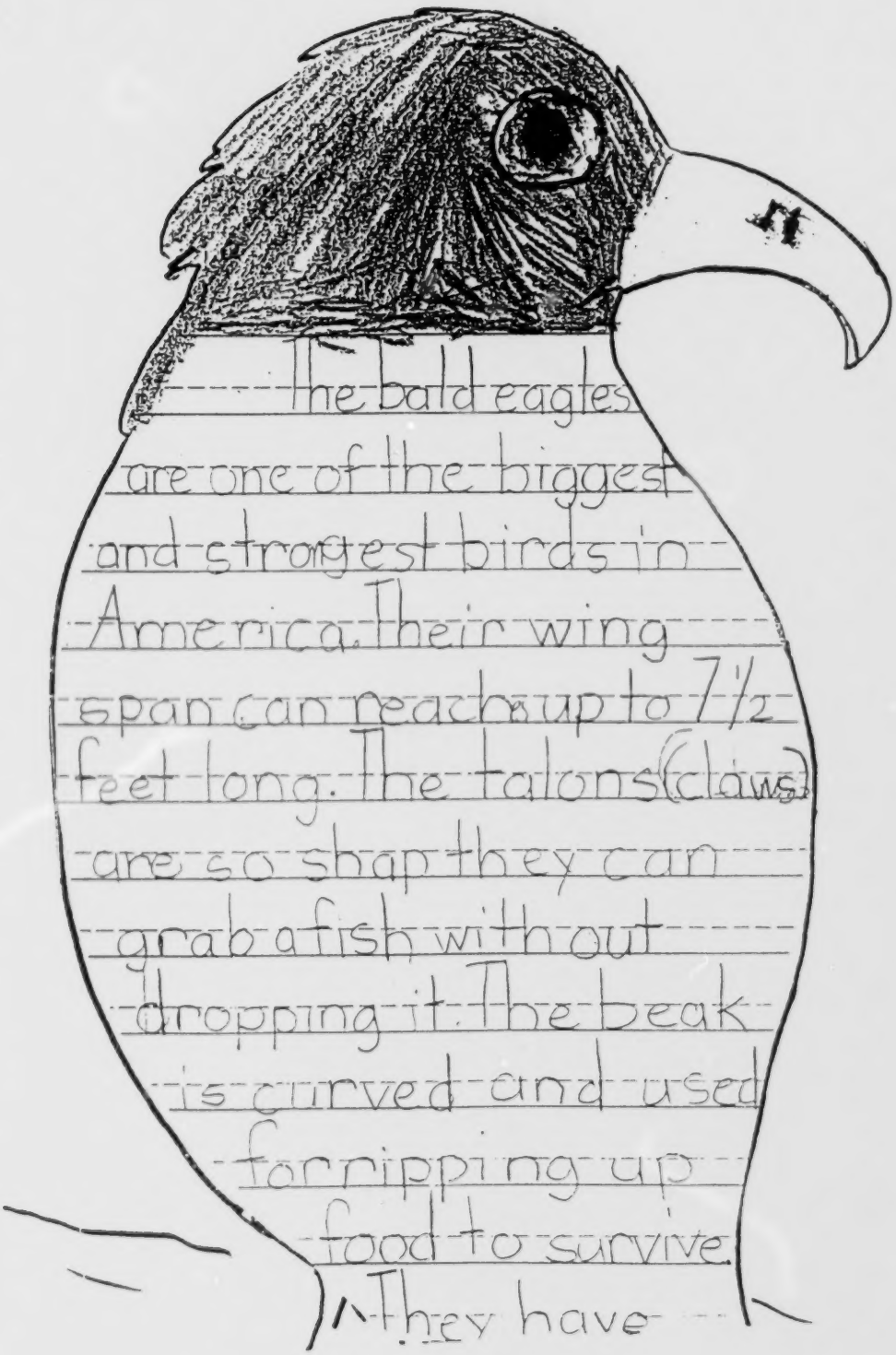
Use appropriate conventions of written language. Standard 6

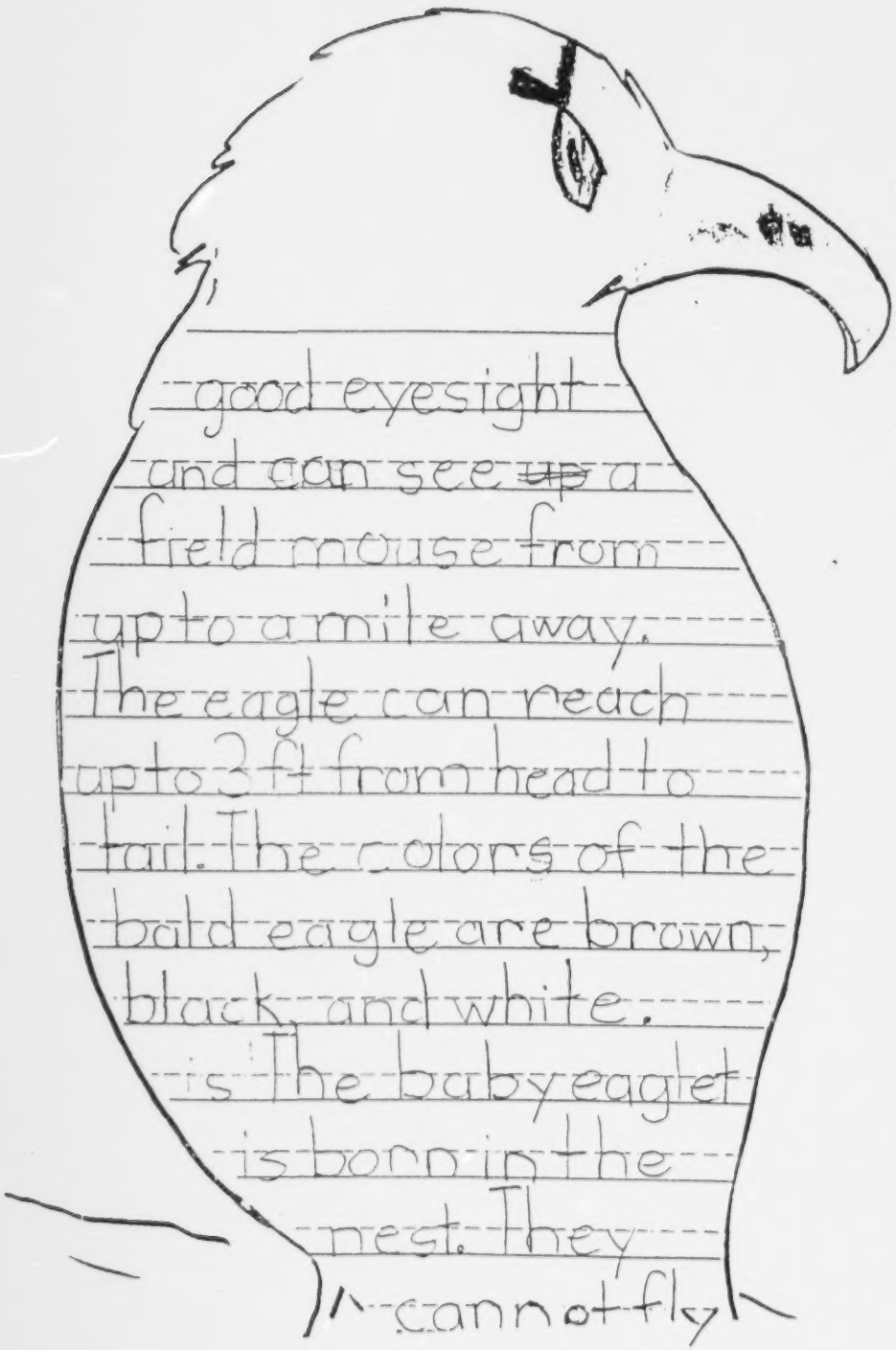
- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information.
- Use mostly conventional spelling (see teacher's note on front cover).

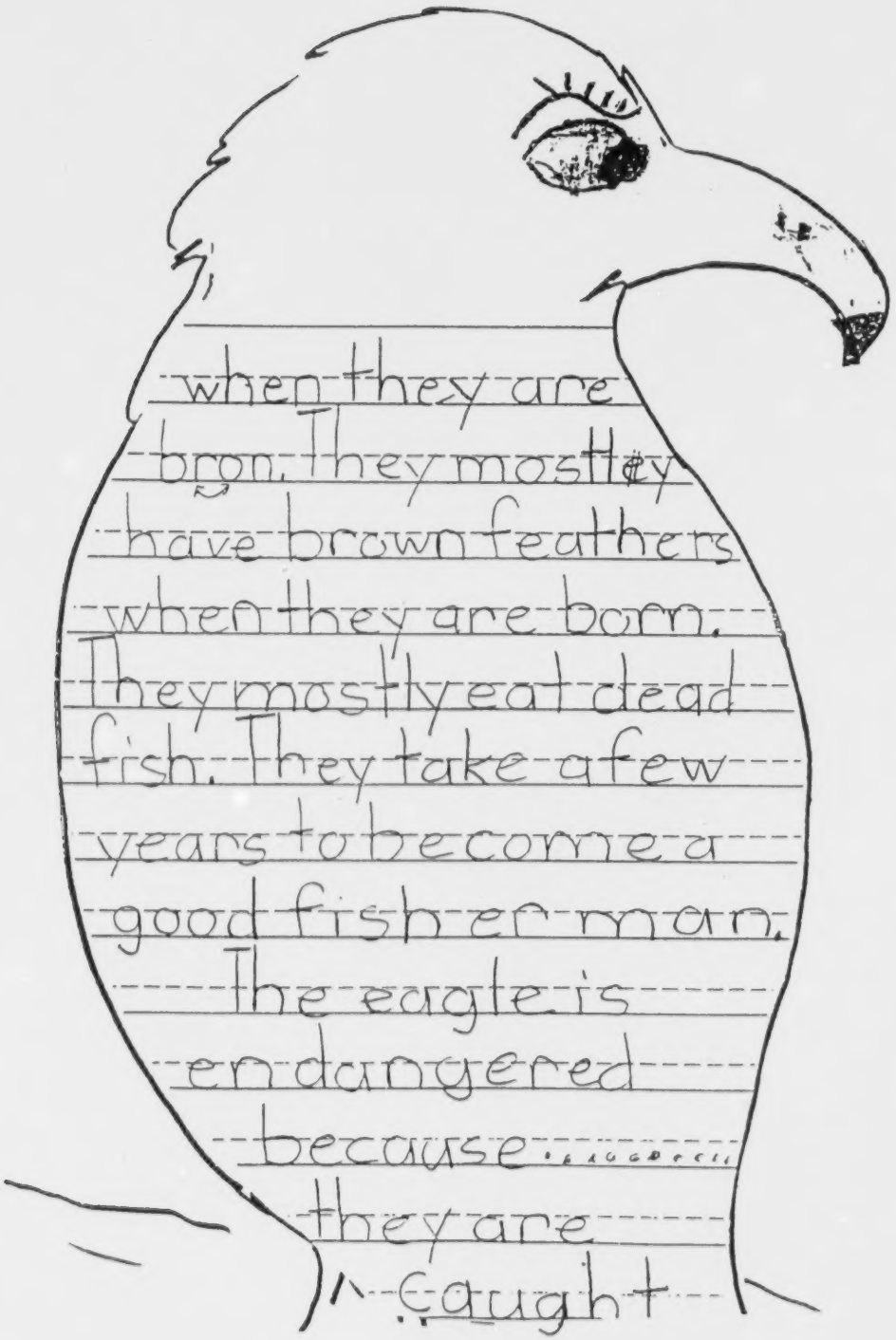
Read and took notes on eagles from book "Where Eagle's Gather" D H. Patent.

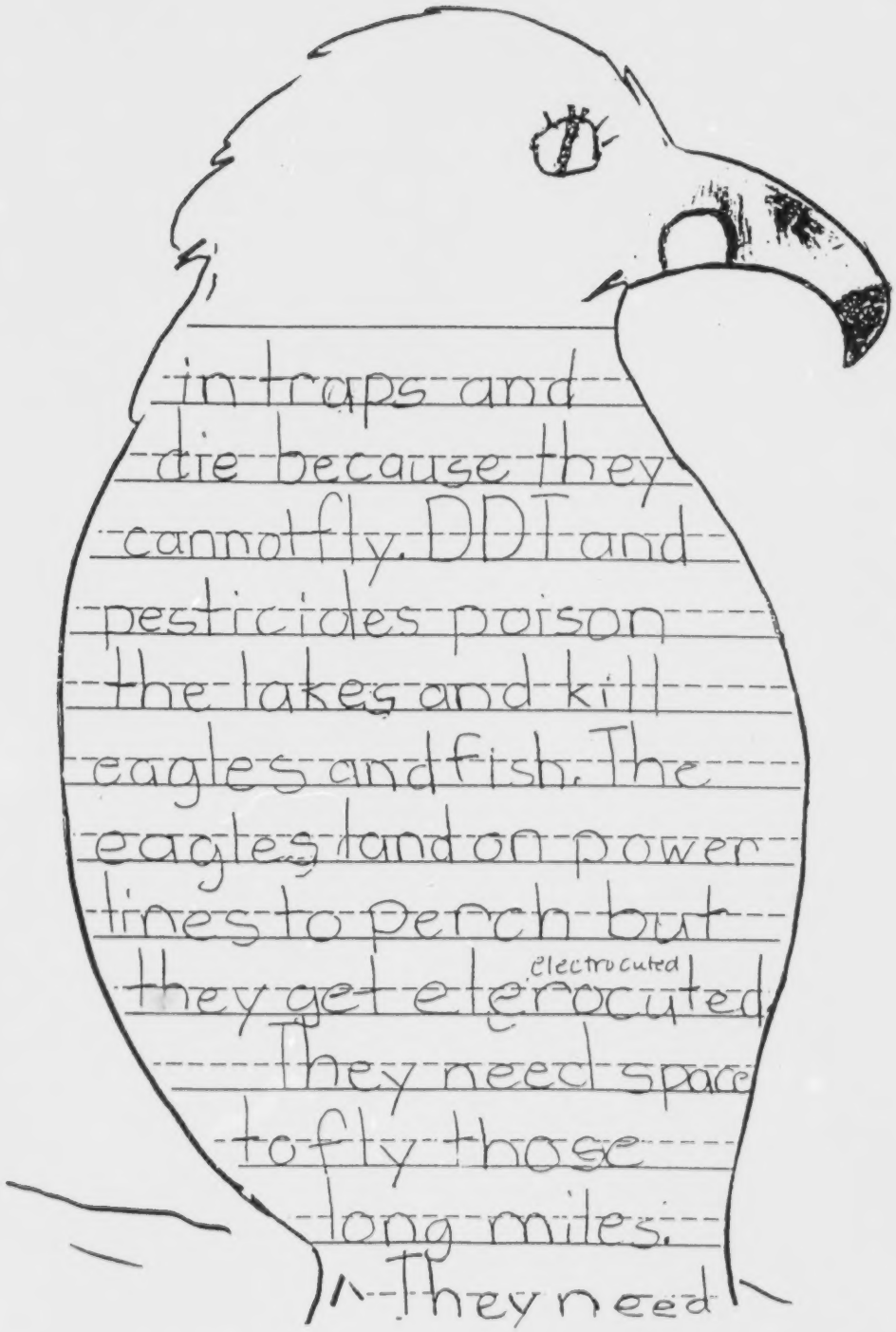
Children made note cards. Then wrote rough draft using topic sentence for each category. This is a publisher copy (w/ Spelling errors)

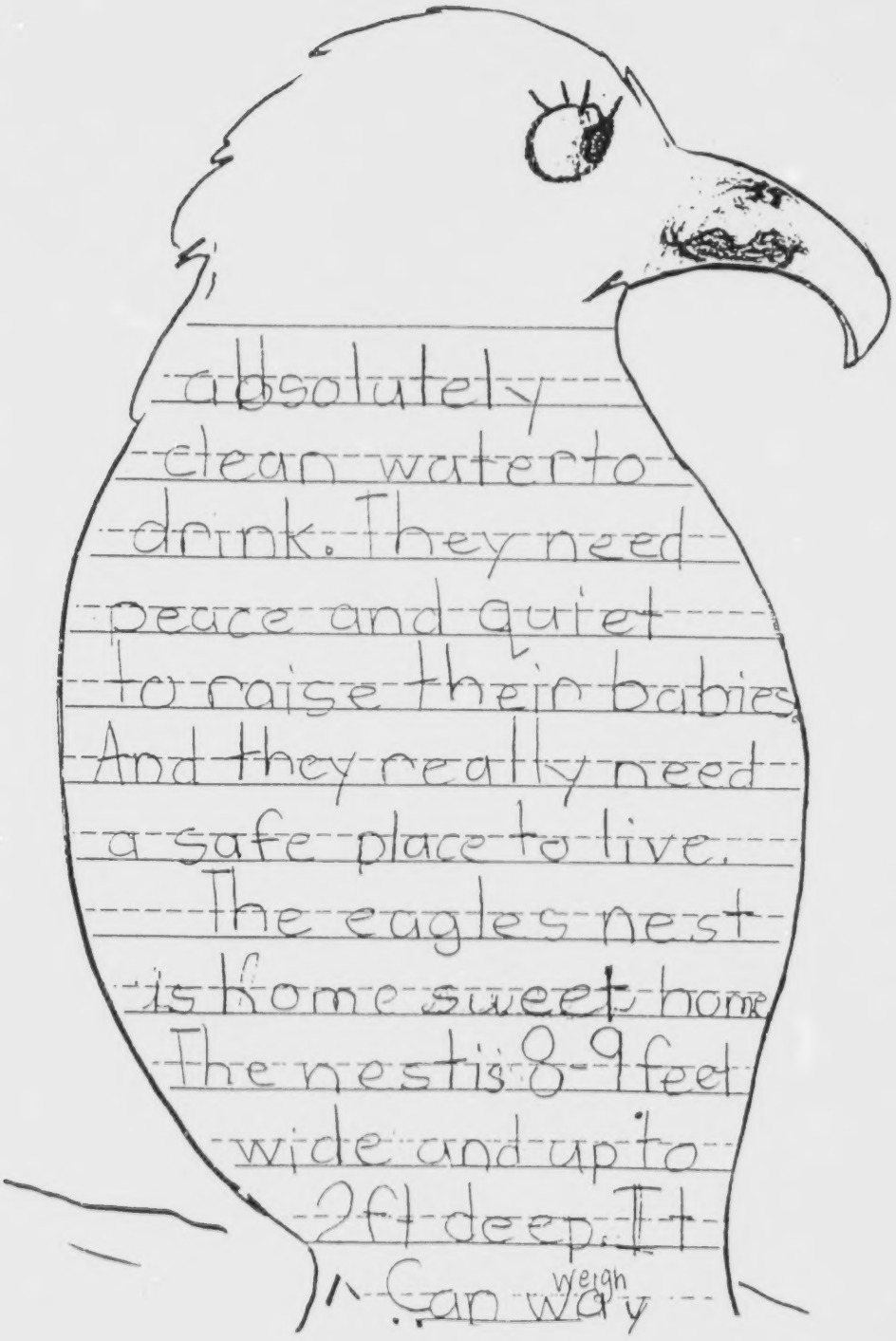



The bald eagles
are one of the biggest
and strogest birds in
America. Their wing
span can reach up to 7½
feet long. The talons (claws)
are so shap they can
grab a fish without
dropping it. The beak
is curved and used
for ripping up
food to survive.
They have


good eyesight
and can see ~~up~~ a
field mouse from
up to a mile away.
The eagle can reach
up to 3 ft from head to
tail. The colors of the
bald eagle are brown,
black, and white.
is The baby eaglet
is born in the
nest. They
cannot fly


when they are
bron. They mostley
have brown feathers
when they are born.
They mostly eat dead
fish. They take a few
years to become a
good fisherman.
The eagle is
endangered
because
they are
caught


in traps and
die because they
cannot fly. DDT and
pesticides poison
the lakes and kill
eagles and fish. The
eagles land on power
lines to perch but
they get eleroculed (electrocuted)
They need space
to fly those
long miles.
They need



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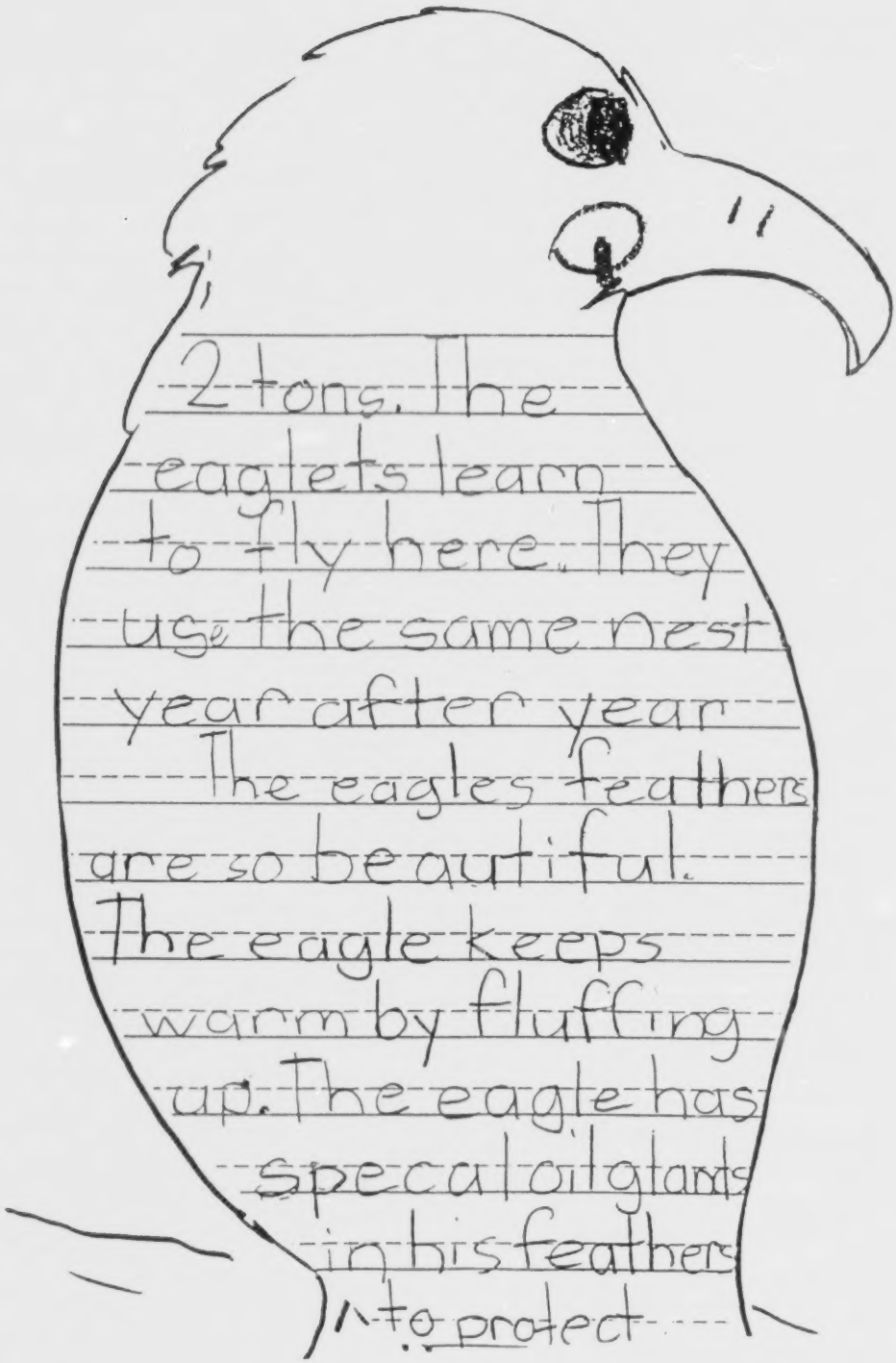
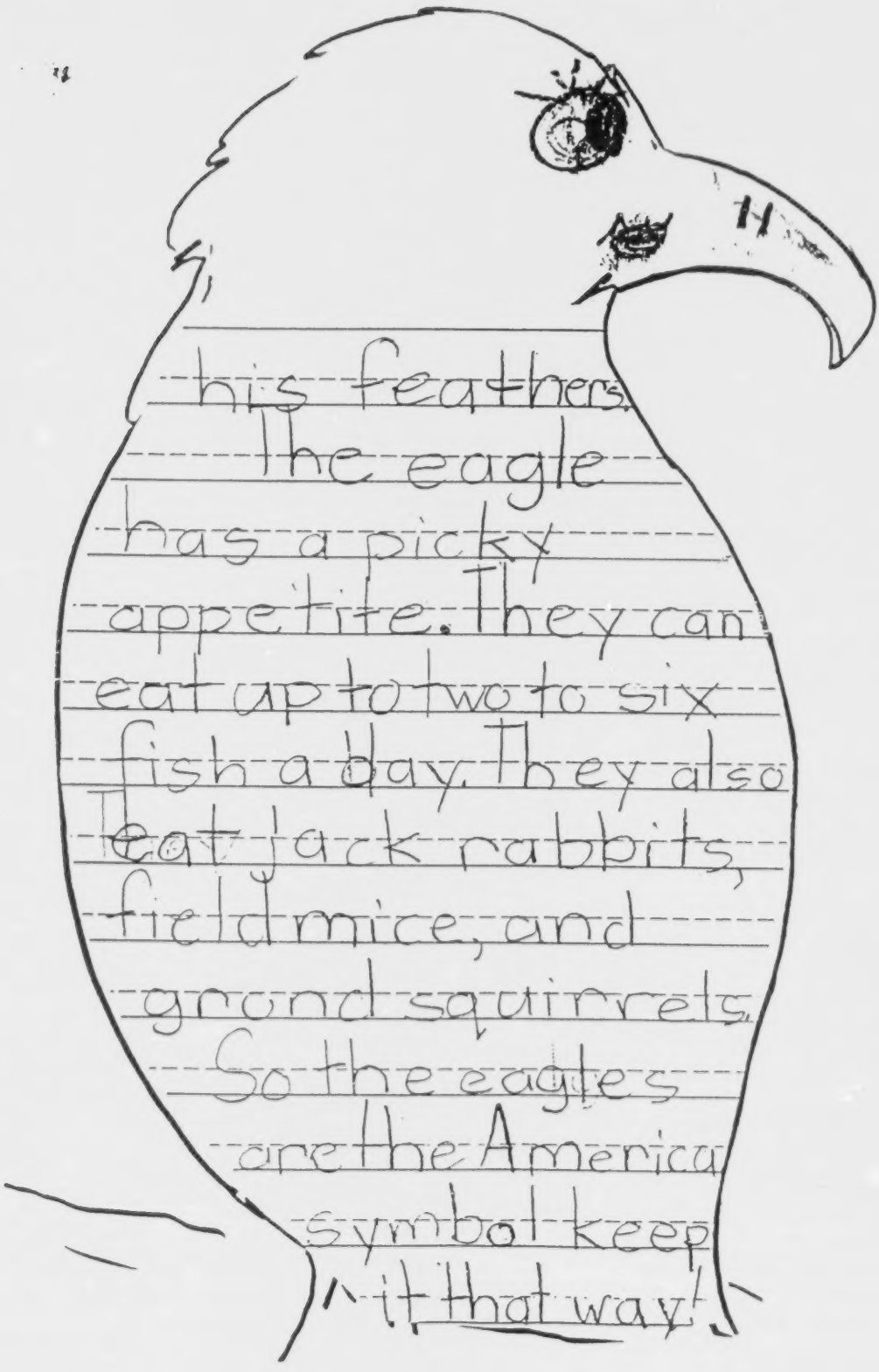


2 tons. The
eaglets learn
to fly here. They
use the same nest
year after year
The eagles feathers
are so beautiful.
The eagle keeps
warm by fluffing
up. The eagle has
special oil glands
in his feathers
to protect



his feathers.
The eagle
has a picky
appetite. They can
eat up to two to six
fish a day. They also
eat jack rabbits,
field mice, and
grond squirrels.
So the eagles
are the America
symbol keep
it that way!

"Iguana"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
			X	X	X	

Assignment

The teacher modeled how to brainstorm ideas for an animal story. This student chose her own topic. Teacher's note: Her thoughts were clearly organized and she used a story map to brainstorm. Although she has one long paragraph, she has a clear understanding of the other conventions of written language.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Organize thoughts and information for writing. Standard 4

- Generate and organize ideas for writing. See brainstorming process on the story map.
- Include appropriate facts and details.

Write effectively for a variety of purposes and audiences. Write to inform the reader. Standard 5

- Maintain a focus throughout the piece of writing.
- Provide appropriate and specific facts and details: "...light green, weighs twenty-two pounds, brown eyes, very long tail and is kind of slim." "I put her on a leash and take her for a walk!" "...she sleeps by herself in her own little bed."
- Organize the writing so that a reader can follow what is said: "Also...one time...but now...sometimes.

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use a variety of sentence structure with appropriate capitalization and punctuation.
- Use mostly conventional spelling with one approximation, which she sounded out: "exersize."

Iguana

My Iguana's name is Kimmy. She is light green weighs twenty-two pounds, brown eyes, very long tail and is kind of slim. And her exersize is very surprising. I put her on a leash and take her for a walk! She also eats cheese, grass and of course she drinks lots of water. For a treat she eats half an oreo cookie. Also for fun while im sleeping, she will come into my room and scare me! And she

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sleeps in very odd places!
One time I went to
check on my dog and
she fell asleep right
next to my dog! But
now she sleeps by herself
in her own little bed.
Sometimes we play hide
and seek together. Also
we fingerpaint and we
do lots of other things
we do but I didn't
name them. I love
my Iguana, Kimmy.

The
End

Iguana

I would put it on a leash and take it for a walk
Iguana
It eats cheese, ~~alfalfa~~, grass and of cours drinks water
It is green, blue eyes. big long tail. and is a good eater

"The Shocking Murder Cases: Part Three, The Worst Break-In Ever"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
X			X	X	X	

Assignment

This is a free writing during and outside of class in response to a piece of literature, *The Terrible Truth About Third Grade*, by Leslie McGuire. This student's story was put on the computer by an adult and then edited by the student before the final draft was printed. When interviewed by the teacher about her story, she responded, "The girl in the story liked to write and wrote a novel. I thought, if she can do it, so can I."

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Organize thoughts and information for writing... Standard 4

- Include appropriate details.
- Revise work.
- Proofread her own work.

Write effectively for a variety of purposes and audiences. Write to tell a story. Standard 5

- Organize the writing in such a way that a reader can easily follow what is said.
- Use dialogue appropriately.
- Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way.
- Use well-chosen detail to develop character, setting, and plot.

The Shocking Murder Cases:
Part Three
"The Worst Break-In Ever"
By Jennifer

"Your turn" Mr. Robert Purple said after he moved his "ship" across the board. Mr. Chuck Woodcarver rolled the dice. 1,2,3,4,5 spaces... "YES, I LANDED ON PARK PLACE!" He gave the banker, (Yoshi) a $500 dollar bill while Yoshi gave him his change. Yoshi now rolled the dice. He moved his "thimble" across the board to Kentucky Avenue. "I won't buy it." The game went on. Ms. Aunt Sally rolled. She moved her "dog" across the board to Waterworks. She decided not to buy it. Mr. Robert Purple went. "Mediterranean Avenue bites!" "I definitely will <u>not</u> buy it." Chuck rolled. He landed on "Chance".

<u>Tragedy</u>

"Advance token to Boardwalk. Yes!!" he read aloud. He surely bought that. The game went on and on and one and on. Well, as it turned out Chuck did win. Now they decided to watch movies. Chuck got the sodas, Robert got the sweet goodies, Sally got the popcorn and Yoshi got the pizza and the movie, "The Rock". Everyone got two slices of pizza, a soda, popcorn and four cookies. Everyone, but Sally. She just sat on the window seat and gazed outside at the drifty snowflakes fall to the ground.

"Come on, Sally. Watch "The Rock" with us" Robert said. "You've been wanting to see this movie for practically forever. What's wrong?"

No answer. "What is wrong with you?"
"Yesterday I went to Doctor Brown's for a check-up and he said I have heart disease." Everyone gasped in shock.

<u>Things are Good</u>

"How did you get it?" asked Chuck.
"I didn't just "get it", Chuck". "I had it all my life but it never turned up until now" Sally answered quietly.
"Is there anything we can do?" asked Robert.
"No, but scientists are working on a cure, though. Well, you could help if you or anybody else in the Clue Tracing Group has found a cure. It isn't possible ..... or is it?"
"Actually I think I have found a cure. If you come in the garage, I will show you."
Everybody went in the garage. In the garage it was beautifully decorated with balloons, confetti, a little bit of quiet music, refreshments and a <u>BIG</u> pile of presents. As she looked around the room at the colors and decorations and wondering what it was for, she read a banner that said "GET WELL SOON, SALLY!" She gave a smile of astonishment, then said "How did you find out before I told you?" "Doctor Brown told us right after your check-up. So we decided to throw you a "Get Well Soon" party to make you feel better."

"Gee, thanks guys. That's really sweet. I'm touched." Sally got a chocolate chip cookie, a glass of punch, a napkin and turned up the music. Everyone did the same. They all started to dance. They danced for a long, long while until Sally decided to open her gifts. First she opened one from Doctor Brown. It was a minor cure for heart disease and a lovely fruit basket. The next one was from her parents. It was a certificate to have free admission to "Workout Days" and $150. Third she opened a present from her friend, Diane. She gave her a teddy bear and a dozen red roses. Her boyfriend gave her a box of chocolates and two novel stories. Now it was time for the best present. It was from Yoshi, Chuck and Robert. It was a .....puppy!!!!

"Oh my goodness, it's adorable"
"Do you like it Sally? It's a brown dachshund. It's a cute, fun-loving, intelligent little female dog. We got her for you because she reminds us of you. Oh yeah, by the way, she needs your love."

She thanked everyone for the party and the two-year-old puppy. Sally sat down and rested while everyone picked up. After the garage was squeaky clean, everyone changed into their snow gear and went outside. They skied, snowboarded, made snow angels, made snowmen, tobogganed and rode in snowmobiles. They were having a wonderful time until the police cars, running their sirens, stopped right in front of the house.

The Case
"What the heck is going on here? At least twenty policemen raced out of their vehicles, panting and wheezing, up to them. "What happened officer?"
"Um, here in Massachusetts, uh there was an awful, tragic break-in. It was Steve Smith, the mayor of Boston. I just can't get over someone broke into the mayor's house. "
"Excuse me, what did you say?" asked Sally shrilly. "Steve Smith is my father! If I find out who broke into my daddy's house, I'll give them a slap across the face and I'll sue their pants off!"

"I'll tell you the details. Well, the person took everything but the .....Pepsi because it was secured by the "Pepsi Club". Everyone started to laugh hysterically, except for Sally.
"That is not funny" said Sally angrily. "That is a terrible tragedy that happened to my daddy. Stop laughing you slimeballs?"
"Don't talk to me like a child" said Robert in an English accent.
"Who are you trying to impersonate? The guy on the Sprite commercial?"
"No. I just like saying it. It's cool, sounds funny and it impresses girls. But, now that you mention it, yeah, I got it from the Sprite commercial."
"Robert, you are such a pig" Sally said disgustedly.

It's Just the Beginning
"Anyhow, I want to go to my dad's house .....right now and ..... I want A LIMOUSINE or I'll, I'll, I'll. Uh, well, just get me a limo" said Sally sternly as she snapped her fingers hurriedly. Nine limousines drove right up to her. She jumped into

one of them and ordered the limousine driver to go to the police station so she could see her father. Pretty soon they came to the police department. She ran through the door.
"Oh hi daddy, are you OK? I was so worried about you. I love you so much."
"Oh I guess I'm OK Sally, honeybunch. I'm glad you are so concerned about me. And I love you lots, too. Oh, and Sally dear, will you help me get my possessions back and help me find the crook who broke into my mansion?"
"Well daddy, of course. You know I'll do anything at all for you." Sally called Chuck, Robert and Yoshi at home to come to the BPD while one of the policemen was crying and repeating over and over, "That was the most beautiful father-to-daughter conversation I have every heard".

Ignoring it, Sally waited for somebody to come. After waiting twenty minutes she stormed through the door and walked and walked until she ran into the "Clue Tracing Group" in their van. She thundered into the Volkswagen. She screamed, "Why are you guys so late? My father is in major stress and pain! And it takes an hour to get halfway to the Police Station?"

"Well, sorry for helping, Sally" Chuck said. "Your puppy, Brownie had a very messy accident and we had to clean it up. After that we had to pack up the van with the computer, printer, paper, pens and ourselves."
"Actually I should be sorry, guys. I got too carried away. Can we get this show on the road? Oh and buy the way, why do you need all that stuff?"
"The stuff is our props to solve cases; did you forget, dumb-dumb?"
"I guess so."

They finally got to the Police Station. They talked to the mayor and decided to go check his house out. They sped to Mayor Smith's house at 90 m.p.h. in a police car. When they got there, they immediately started checking the place out. They found two cracked windows, handprints on the door, footprints on the floor and a travel bag. They picked up the bag, studied the foot and hand prints, jotted down the size and types and decided to leave.

When they got home, they decided the shoe was size 10 in women's, the handprints were accidental, accidental, accidental, accidental print types and the bag had a gun, lots and lots of money and some dynamite!

So the robber was a woman with a big foot, that has four fingers and is very involved with guns, explosives and money. The "Clue Tracing Group" decided to think this case over a few burgers and fries. They went to McDonalds. Everyone got a Big Mac and super-sized fries. Since it was so beautiful, they ate outside. They happened to glance across the street at the exact second an insurance company blows up into flames. Just then a woman with big feet and one hand with five fingers and 4 fingers on the other hand darts across the sidewalk with a match in her hand.

"Hey, I think that's just the lady we are looking for!" Robert made a portrait of what the woman looked like. In thirty minutes they were back at the police station.

"Sir, may we see some famous robbers and we can see if they match up with the person we are looking for?"
"Why, yes. Sure."
"That's her - Ms. Courtney Gamms! We are pressing charges. She is a thief and a bomber!"
"You're absolutely correct. We are putting you kids on "The Hero Board".

THE END

Student Work Samples in Language Arts

Grade Four

133

"Reading Log"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
X						

Assignment

The students keep an ongoing log of the books they have read, including the date, the title of the book, the genre, and a brief note.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standard checked above. The student can:

Read fiction extensively and in depth, including self-selected and teacher-selected traditional and contemporary literature. Standard 1

- Read many books over a three-month period and read several books by the same author, e.g.; Roald Dahl, Gertrude Warner.

Reading Log

Name _____

Date	Title/Author	Genre	Notes
7/96	Free Willy II By:	Realistic Fictoon	Real Interesting.
7/96	James and the Giant Peach By: Rhoald Dahl	Fantasy	Has alot of details. Give 2 thumbs up
7/96	Goose bumps By: R.L. Stine	Mystery	Reccamend for people who like ~~to be~~ scary
7/96	Aliens ate my Homework by Bruce Cajille	Fictoon	It is real funny.
8/96	Margret Rodgers Freaky Friday	Fiction	Has a great deal of details
8/96	Definitely Cool by Brenda Wilkinson	Realistic Fiction	Reccomend for students going into junior high.
8/96	Ramona and her Father By Beverly Cleary	Fiction	Has real good details.
8/96	George Washington by Tom McGowen	Non-Fictin	Has interesting facts
8/96	Goosebumps R.L. Stine	Mystery	Nicely Detailed
9/96	Matilda by Roald Dahl	Realistic Fiction	
9/96	Valintines Day can be Murder by Colleen McKe	Realistic Fiction	
9/96	The Old Hotel Mystery by Gertrud Warner	Mystic Mystery	
9/96	The Dirasaur Mystery by "	"	
9/96	The Cave Mystery by "	"	

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Reading Log

Name __ _____

Date	Title/Author	Genre	Notes
9/96	The Foot Book by Dr Suess	Fiction Fantesy	
9/96	The Mystery on Ice by Gertrude Warner	Mystery	
9/96	The Mystery at the Dog Show by "	Mystery	
9/96	The Hard, Hard, Eggs Thank by Dr. Suess	Fiction Fantesy	
9/96	The People House by "	Fiction "	
9/96	Danny and the Dinosaur by "	" "	
9/96	The Ooze by R. L. Stine	Mystery	
9/96	The Tarantula Shoes by Tom Birdseye	Realstic Fiction	
10/96	Camp Trouble by Beverly Keller	"	
10/96	There's a Snake in the Toilet By Gisela Tabier Sherman	Fiction Fantesy	
10/96	Live from Fifth Grade by Colleen McKenna	"	
10/96	Seven Spiders Spinning by Gregory Maguire	"	
10/96	Be careful for What you wish For by R. L. Stine	"	
10/96	Deep Trouble by "	"	

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READING RECORD SUMMARY	1st Trimester	2nd Trimester	3rd Trimester	All Year
# of books read	28 Books Notes than only	25		
# of authors read	15	13		
# of genres represented	7	6		
# of books abandoned (give reasons)	You must be making appropriate choices! 0	0		
# of easy books	5	4		
# of just right books	16 Good balance	15		
# of challenging books	7	6		
Favorite book (give reasons)	James and the Giant Peach Good, good details	Help! I'm Trapped In My Sister's Body! Very funny		
Favorite author (give reasons)	Rhoald Dahl Road Has nice taste of comedy He's one of my favorites too! Have you read The BFG?	Has nice perspective from a childs Yes I do		

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"The Mystical Magical Dog"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment:

The students were given the prompt "One day a dog came into our classroom..." and were asked to write a story about it. The students wrote a rough draft, self-edited it, had two peers edit it, revised it, and typed the final copy.

Student work:

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences, developing style and voice. Standard 5

Write to tell a story.

- Provide an interesting beginning that establishes the situation: "...our 4th grade class was getting ready for Reading workshop, when a black lab charged at full speed into our room." "...when the door flew open and startled us when a sopping wet black dog ran in and smothered us with hellos and slobbery kisses."
- Move through a sequence of events: the "neon pink elephant...whisked us up her trunk and plopped us onto her neon back...," a "sea green cloud castle...the woman took us on a tour."
- Conclude in a logical way: "After a while, it began to get dark, we knew it was time to go home."
- Use well-chosen detail to develop the settings: "The dog was pitch black and her fur glistened from the rain. Her eyes were as dark as an abandoned mine at night." "All of a sudden, she wiggled her nose twice, winked one eye and became a neon pink elephant." "The wind was beating against our faces and making us all look like we all had poison oak." "The clouds were as puffy and white as a marshmallow." "Her hair was the color of the bark on an oak tree."

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.

This student has some run-on sentences and some errors in grammar.

- Use paragraphs to organize ideas. She includes some transitions, e.g., "Then all of a sudden...." "Finally," "After a while."
- Use conventional spelling.
- Use appropriate and varied word choice.

The Mystical Magical Dog

One ordinary day, at room 23 Blue Oak Elementary School, our 4th grade class was getting ready for Reading workshop, when a black lab charged at full speed into our room. There had been a recent storm, so every thing was sopped. We were sitting on the carpet when the door flew open and startled us when a sopping wet black dog ran in and smothered us with hellos and slobbery kisses.

Every one got over-excited and stood up and started screaming, "There's a dog in our classroom! There's a dog!"

The dog was pitch black and her fur glistened from the rain. Her eyes were as dark as an abandoned mine at night.

All of a sudden, she wiggled her nose twice, winked one eye and became a neon pink elephant. She whisked us up her trunk, and plopped us onto her neon back, "Kerplop". Before we could yell, "Help!", she had turned on turbo speed and flown out the door which broke down a few seconds later, "Kersplat!". One minute she was racing down the hall, the next her feet quit hitting the ground. She was flying!!

Our hair was being pushed back behind us from the blowing wind. We had to force our eyes shut to keep them from blowing away. The wind was beating against our faces and making us all look like we all had poison oak.

Then all of a sudden, she started to float up, up and up into the sky. Over the clouds we sailed. The clouds were as puffy and white as a marshmallow.

Finally, after we had traveled some number of miles, from a distance we could see a faint outline of the sea green cloud castle. We had heard many legends and stories about this strange and yet wonderful place, but never believed in it. But there it stood, right in front of our noses. We all jumped down from Emily's back and raced toward the castle.

The door flew open once we knocked. A round plump woman was at the door. Her hair was the color of the bark on an oak tree. We all stepped in the machine and the woman took us on a tour. The walls were a pale pink and the carpet bright white. All the rooms were tidy and all the beds were perfectly made.

After a while, it began to get dark, we knew it was time to go home. We went back outside, thanked the lady and went back to Emily. She sped like an arrow through the sky. Once we were back, Emily immediately became a dog again. The school bus took us all home. We told our parents about our day, but we could tell that they didn't believe us. But we knew it was all true.

"My Favorite Place to Be"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

Students participated in two songs and a quick discussion. They were asked to brainstorm a list of places they would like to be and choose one. They saw a model essay, listened to one being read, and talked about what made an essay good. The writing was in response to an on-demand assessment.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences, developing style and voice. Standard 5

Write to inform.

- Use an interesting beginning: "...a quiet, windy, secret place."
- Organize her work and focus on her experience at the beach.
- Include details that show knowledge of the subject: rocks, shells, water, wind at the beach.
- Use style and voice.
- Conclude logically: "I would always remember that feeling until I went to the beach again."

Use appropriate conventions of written language. Standard 6

- Use complete sentences.
- Use conventional spelling and grammar.
- Use paragraphs to organize writing.
- Use effective, appropriate, and varied word choice: "quickly fading, dark silvery waters of the sea."

Language arts
CW- My favorite place to be

My favorite place to be is in a quiet, windy, secret place. It can be on the beach wading, to a secret place in Foothills park, ~~Etc~~ let me tell you what I do at the ocean.

If I find a quiet, windy, secret place like the ocean I would just stand there for a moment. Then I would start to find some especial rocks or shells on the beach. When there aren't any more things that interest me, I look out at the vast, choppy waters of the ocean and walk towards it. Then when a wave comes, I stay where I am, and I feel that I am slipping back. After the wave retreats I look around to see what it has brought.

If there is nothing there, I would just walk forward a few steps and let the wind blow my hair across my face. I would stand like that for a few minutes then move back and start jumping over the waves when they come.

After a while my dad usually calls, "Come on Amanda, it's time to go!" Although I hear him, I pretend not to. When he calls again, though, I ask if I can stay a few more minutes. He always says "yes." After what seems a short time to me, he tells me to wash my hands in the water then follow him to the car.

As we drive away, I look back at the quickly fading, dark, silvery, waters of the sea. Then it disappears. I remember the next day how peaceful and calm I felt, like I had a great burden lifted from my shoulders. I would always remember that feeling until I went to the beach again.

"The Knights of the Kitchen Table"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X				X	

Assignment

The students had finished reading *The Knights of the Kitchen Table* and were asked to write a letter to their teacher summarizing the book. The teacher asked them to write in a way that would make her want to read the book herself. They each did a prewrite, a rough draft, a self-edit subjected work to two peer edits. and revisions.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read, comprehend, interpret, and evaluate a wide range of materials appropriate to the grade level. Standard 2

Respond to fiction.

- Demonstrate an understanding of the text as evidenced by the written summary of the story.
- Draw conclusions about characters: "They have a great sense of humor." "They also like baseball." "They are tricky to."
- Draw conclusions about settings: "The story takes place in the middle ages. They were in the city of Camelot... Camelot was also very big, I imagine the castle was enormous."

Use mostly appropriate conventions of language. Standard 6

- Use complete sentences with appropriate capitalization and punctuation, paragraphs to organize his writing, and appropriate and varied word choices. (He sometimes mixes up verb tenses and has a few spelling errors.)

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October 14, 1996-

Dear Mrs. Fraub,

I would like to tell you about a really neat book I just read. It is called The Knights of the Kitchen Table. The main characters are Joe, Fred, and Sam. They have a great sense of hymor. They also like baseball. They are tricky too. The ~~story~~ takes place in the middle ages. They were in the city of Camelot. In Camelot there was a castle, and a stable there was also alot of people. Camelot was also very big. I imagine the castle was enormous. Joe, Joe's Fred, and Sam are ~~trying~~ to get out of the middle ages. At Joe's birthday party he got this book from his uncle. We opened the book and

saw a picture of the Black Knight and wished that he could see it for real. That's how Joe, Fred, and Sam got into the middle ages and now they're trying to get back out.

The Black Knight wouldn't let the boys pass. The boys tricked the Black Knight so they would be safe. When the boys looked up they saw three other Knights that took them to Camelot. One of the first things they did was to go and try to make the giant and the dragon go away. They almost ended up getting squished by the giants foot but Sam!

tricked him. Then the giant went and fought with the dragon.

Well finally Merlin sent them home. He did that by opening the book. Green mist encircled them all and they were back in the kitchen. Wired huh?

Would you like to read the book now?

Your friend

"Days Change"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X		

Assignment

The students write regularly for a variety of purposes and audiences. They choose work to include in a portfolio of their best work to demonstrate that they have met the criteria of their school standard for writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standard checked above. The student can:

Write effectively for a variety of purposes and audiences, developing style and voice. Standard 5

Write to tell a story.

- Organize the writing so that the reader can easily follow what is said.
- Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way: "Hi, my name is Barry but who cares? Everybody calls me Strawbarry." "All my troubles start on July 13, last summer when I beat the best basketball player in the class." "At recess I met Frank on the court." "I won 20-15." "For the next 2 weeks nothing off happened. But on August 12..." "During the last month of school I was player of the month. From then on I was only called Strawbarry as a nickname. That did not bother me."
- Use dialogue appropriately: Although he only used three lines of dialogue, he used it appropriately.
- Use well-chosen detail to develop character, setting, and/or plot: "In a normal schoolday I go to school early, because my parents work in the morning, put my stuff in my locker, go outside, avoid all the kids, and if I get lucky only one girl sticks her tongue out at me." "...the most boring spelling, cool art, make you sleep history, reading..." "Once I checked the ball to him. I did two body fakes and then dribble and he was frozen. I drove to the hoop."

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Days Change

By Adam

Hi, my name is Barry but who cares? Everybody calls me Strawbarry. You might think that is cool, but it is not. I hate my life. All that happens in school is people tease me. In a normal schoolday I go to school early, because my parents work in the morning, put my stuff in my locker, go outside, avoid all the kids, and if I get lucky only one girl sticks her tongue out at me. I go watch the kids play basketball, and finally the bell rings. School begins. The rest is normal. I do all the problems on the math sheet and the teacher continues the day with the most boring spelling, cool art, make you sleep history, reading, and, in between, recess and lunch. The best day I ever had was when I only had 12 put downs and 8 kids stuck thier tongue out at me.

All my troubles start on July 13, last summer when I beat the best basketball player in the class. From then on the girls hated me. I think you can figure out why.

Today I'm supposed to play the guy I beat earlier, the best basketball player in the class. His name is Frank.

At recess I met Frank on the court. I shot do-or-die from the 3-point line. I nailed it. We played to 20, by ones. Once I checked the ball to him. I did two body fakes and then dribble and he was frozen. I drove to the hoop. He tried to block my layup but it went in. The score was 1-0.

After 10 minutes it was 12-10, my lead. He had the ball and squared up for a shot. I know this move, I thought to myself. He's going to fake a shot and drive to the basket. Just as I thought, he faked the shot. I moved back a step. He started to drive but I stole the ball and busted a jump shot. The rest of the game went my way and I won 20-15.

The next day when I came to school Frank and a bunch of boys ran after me. Just before the bell rang the grabbed my shirt. Right when he spon me around the bell rang. I was relieved.

During math I got one of my math tests from the teacher. As usual it was an A+. As I started to put it in my folder a note flew onto my desk. I read it and it said that I was lucky when I beat Frank, because I'm not the best basketball player in the class. Franks still the best. I crambled up the note. It probably was from a girl.

During recess I started walking toward the fence where I always sit. Frank ran after me. All I did though was sit down. He reacted strangley by stopping suddenly. After starring at me for about 20 seconds he just walked away. Finally after, 14 more minutes, the bell rang.

For the next 2 weeks nothing off happend. But on August 12, Frank asked me to play with him during recess.

I asked "Why are you asking me?"

He answered, "Damon's absent."

I finally said, "Okay."

After five minutes of picking sides, the teams were Frank, Kenny, Will, Drake, and me us. Issac, Mike, Gary, Maniel, and Greg. I had so much fun. I scored 7 points in 25 minutes. When the bell rang my was ahead 32-31.

For the rest of the month we had the same teams except Greg moved and Damon was on the other team.

For the rest of the month the girls bothered me and Frank still did not act like a friend, although I had fun and scored every day.

One day I will probably set a world record. I was called 20 names, 12 kids stuck thier tongue out at me, and I got Strawbarry about 12 times, more than Barry.

One day I scored 16 points in one game, but Frank did not congratulate me.

For the rest of the tri-mester I read a book of insults and no girl bothered me at all.

During the last month of school I was player of the month. From then on I was only called Strawbarry as a nickname. That did not bother me.

The End

Student Work Samples in Language Arts

Grade Five

"Operation: Desert Storm 2"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students write regularly for a variety of purposes and audiences. They choose work to include in a portfolio of their best work to demonstrate that they have met the criteria of their school standard for writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences, developing style and voice. Standard 5

Write to tell a story.

- Organize the writing so that the reader can easily follow what is said.
- Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way: "Hello, my name is... and I am a lieutenant in the United States Navy. I am armed with a 6-inch knife, and a 9mm pistol." "I took off with my navigator...As it became dark my radar started beeping like crazy." "I woke up early because I had to fly again." "I was sort of glad I didn't have to fly again for two weeks." "I knew I had to land quickly but I couldn't. I would have to eject. I pulled the ejection lever. I flew out of the cockpit and fluttered down into the water. I hung onto my floatable seat until the launch boat came. I boarded the launch boat and rode it back to the carrier. I reported the missile attack and returned to my bunk. This has been a hectic day."
- Use well-chosen detail to develop character, setting, and/or plot: "I woke up early because I had to fly again. I suited up and walked out to my plane but it wasn't there. I started back to my bunk when I heard two loud sounds. I hit the deck and peered out into the morning mist. I could make out the Iraqi flag and two big cannons. I could only guess at this distance but they looked like 75mm. I pressed a button in my pant leg which set off an alarm."

Use appropriate conventions of written language. Standard 6

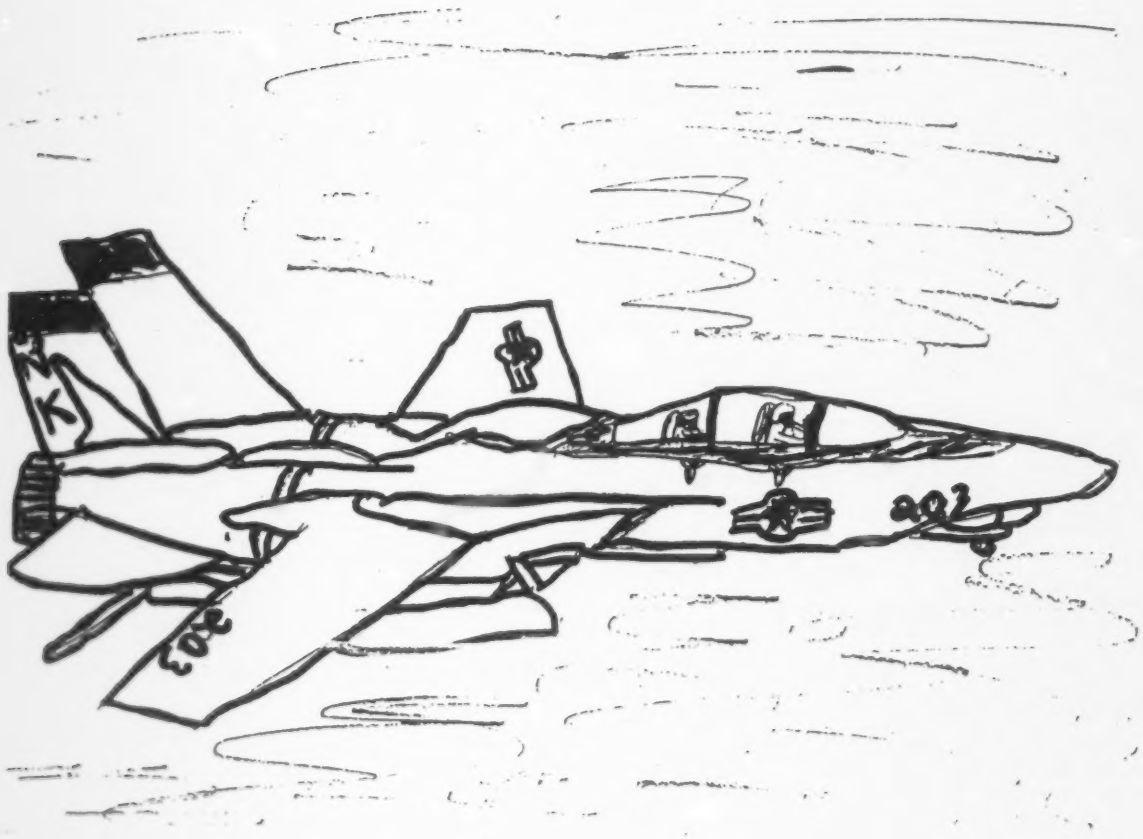
- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information and ideas.
- Use conventional spelling.
- Use appropriate and varied word choice.

operation: desert storm 2

By: Josh

"Hello, my name is Ryan Koster and I am a lieutenant in the United States Navy. I am armed with a 6-inch knife, and a 9mm pistol. I was put on the U.S.S. Constellation, which is an aircraft carrier, to fly F-14 Tomcats. I liked it until the Iraqis started getting out of line. Then it started to get hectic. My sergeant started to get mad and made us do an extra two hours of drills. Then everybody found out why.

It was because the Iraqi's had fired missiles at two U.S. planes. A week later our carrier was in the Persian Gulf. I took off with my navigator, Fred Zulu at 17:00 or in wimpy time 5:00 PM. As it became dark my radar started beeping like crazy. I veered upward and just as I did, I looked down



and saw a bright flash. "A flash bomb," I thought. "The Iraqi's are really out to get us."

I flew on for about an hour and after not spotting any planes I returned to the carrier. I had a hard time going to sleep that night. I kept thinking about the flash bomb. Why did the Iraqi's fire it at me? Did they? If not, who did? I finally went to sleep with all those questions buzzing around in my mind.

I woke up early because I had to fly again. I suited up and walked out to my plane but it wasn't there. I started back to my bunk when I heard two loud sounds. I hit the deck and peered out into the morning mist. I could make out the Iraqi flag and two big cannons. I could only guess at this distance but they looked like 75mm. I pressed a button in my pant leg which set off an alarm. Soon everybody was pouring out of their bunks fully suited and ready for combat. The cannons fired again and everybody dove down on the deck. Then our main gun started blasting shells right back at the Iraqis. By now our missile tower was operational. The tower started firing pairs of ship to ground missiles at the Iraqis. In a minute the Iraqis had had enough. Both their main cannons were damaged and they had lost about 50 men.

I looked at my watch. I couldn't see it so I turned on it's light. I almost jumped when I saw the time. It was 2:13 and I was scheduled to fly at 2:20. I was flying in 7 minutes. Then my warning light started flashing. I looked at the radar screen. There was nothing within 2 miles of my plane. Then it came to me. It was a stealth heat-seeking missile. Suddenly I heard a whistling noise and knew that was the sign of a heat-seeking missile. I dove downward and headed back to the carrier. As I neared the water I dove again and flew about ten feet above the water. The missile was closing in. I made

one last desperate dive and right at the last second I veered upward. The missile plunged into the sea. I headed back to the carrier to report the attack.

I was sort of glad I didn't have to fly again for two weeks. I knew that by then we would have crushed the Iraqis. When I reached the carrier I decreased power and pressed the drag chute opener. It wouldn't open! I was going to go off the edge of the carrier into the sea! I increased power and took off. I radioed the ship to tell them my drag chute wouldn't open. I looked at the fuel gauge and it was almost empty!

I knew I had to land quickly but I couldn't. I would have to eject. I pulled the ejection lever. I flew out of the cockpit and fluttered down into the water. I hung onto my floatable seat until the launch boat came. I boarded the launch boat and rode it back to the carrier. I reported the missile attack and returned to my bunk. This has been a hectic day.

"Attack of Cheerleading"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students write regularly for a variety of purposes and audiences. They choose work to include in a portfolio of their best work to demonstrate that they have met the criteria of their school standard for writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences, developing style and voice. Standard 5

Write to tell a story.

- Organize the writing so that the reader can easily follow what is said.
- Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way: "Ahhhhh! Bump, Bump, Bang, Boom." "Ugh!" " 'Hailey, they dropped me.' I screamed." "When I woke up I was so scared, I was in a dark room." " 'Wow, what a dream.' I said."
- Use dialogue appropriately. The student uses dialogue throughout the story.
- Use well-chosen detail to develop character, setting, and/or plot: "A spotter is a person who stands behind a stunt and if the flyer falls, then the spotter should catch the flyer. A flyer is some one who..." "It felt as if, to be run over by a train. I was out cold!"

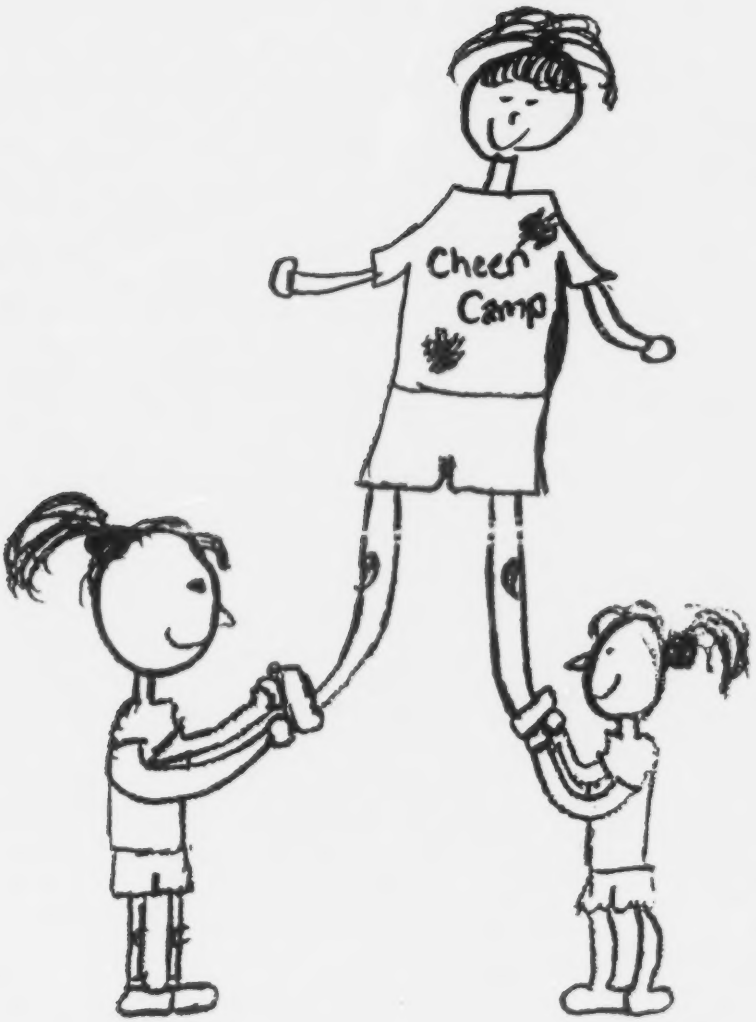
Use appropriate conventions of written language. Standard 6

- Use complete sentences and a variety of sentence structures. (Her capitalization, use of commas, and quotation marks are inconsistent.)

Attack Of Cheerleading

Chapter 1

"Ahhhhh!" "Bump, Bump, Bang, Boom." "Ugh!" "Hailey, they dropped me." I screamed. Oh yea I forgot to tell you. Hi, my name is Lisa James and I'm on the LCJC (Laguna Creek Junior Cardinals) cheerleading team. Beth and Jessica just dropped me and my spotter didn't know I was coming down. A spotter is a person who stands behind a stunt and if the flyer falls, then the spotter should catch the



Stunt

flyer. A flyer is some one who is going to be put up in a stunt, and stands in the two peoples hands. A stunt is where two people push a person up in the air with thair hands. "Ok, Hailey lets try it again." "One, Two, Down, Up." They chanted. Up, up and away. I thought. "AAAAAA."

What will happen next?

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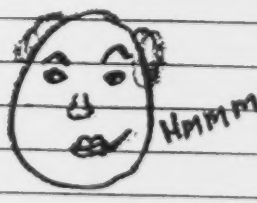

Chapter 2

"AAAAAAAAAAAAAAAAAAAAAAA!"
"Help!" I screamed. Then I hit the ground on my head with a big, hard "Thump!" It felt as if, to be run over by a train. I was out cold!

When I woke up I was so scared. I was in a dark room. Then this little girl came in the room. I noticed that there was something familiar about her. "Omigosh." I yelled. It was Salina. Why am I here?" I asked. "You went unconscious." Salina said. (Salina is one of the cheerleaders.)

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"I know that." I screamed. "But, why am I not at home?" I asked "You don't have a home," Selina answered. "What?!" I screamed with all my might. Ok, so obviously I was knocked out for a while. Then all these cheerleaders came walking in. One of them even said to me that I was the best cheerleader in the whole universe. Thats when it happened. They chanted. Attack, Attack, Attack.

Will Lisa be Attacked?

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Chapter 5

"AAAAAAAAAAAAAAAAAAA!"
Then I woke up in my own room and found my mom trying to calm me down. She told me, "You fell out of bed and hit your head." "Wow, what a dream" I said.

The End

Student Work Samples in Language Arts

Grade Six

"My Side of the Mountain"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

Students were assigned to write a response to a story they had read. They wrote the essay in class.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences. Standard 5

Write to persuade, e.g., response to literary works.

- Promote a thoughtful judgment that is interpretive, analytic, evaluative, or reflective: He puts forward a judgment: "Through animals and people, Sam Gribley learns about companionship. He learns that true companions rely on one another, cheer each other up, when they are sad or depressed, and trust each other."
- Support the judgment through multiple references to the text, other works, works from other authors, nonprint media, or personal knowledge: His references to text through examples to support his judgment are throughout the paper: "One good example of how companions rely on each other is Frightful and Sam's relationship..." "As an example, one day in autumn, while Sam..." "Another example, is the time after Bando leaves..."

Use appropriate conventions of written language. Standard 6

- Manage the conventions of written language so that they aid rather than interfere with reading.
- Use a variety of sentence structures to make writing effective and interesting.
- Use paragraph development to facilitate understanding.
- Use conventional spelling.

5/9/97

The novel My Side of the Mountain is about a boy named Sam, who runs away from his chaotic life in New York City to live among the trees + animals in the Catskill Mountains. He has many adventures, with his animal companions, but in the end, he is torn between two worlds. Should he go back to his family + live "civilized" or should he remain with his companions + live in the mountains.

Through animals + people, Sam Gribley learns about companionship. He learns that true companions rely on one another, cheer each other up, when they are sad or depressed, + trust each other.

Sam learns that companions rely on one another. One good example of how companions rely on each other is Frightful + Sam's relationship. Frightful + Sam rely on each other. Frightful, a Peregrine falcon, supplies Sam with food. She catches rabbits, squirrels, + pheasants, who Sam scares from their hiding places + because of this Sam never runs short of meat. Sam also relies on her for company. He learned (learns) to understand her body language, so he could tell how she was feeling + if she was content. He often talked with her + she was great company. Without her, Sam would surely not have been

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able to survive as he hid in the mountains.

Sam also relies on Frightful's keen eyesight + expressions. Frightful warns Sam of any dangers or odd activities in the forest. She can spot things much quicker than Sam + while staying in the mountains, he learns to follow her eyes to what is alarming her, or what she is looking at. Even if Frightful cannot see anything, she can often sense it's presence + he knows their is something wrong or different if he sees any change in her expression.

Just as Sam relies on Frightful, Frightful relies on Sam for food + protection. Sam took her from her mother before she learned many of the skills she would need, to survive on her own. As a result, she would not be able to survive by herself in the wild. She does not have a territory of her own, + other female falcons would kill her for trespassing into their territories. Furthermore, her hunting instincts were designed for the purpose of a human, + she would have difficulty hunting on her own. She was raised as a captive + a falcon who has been brought up as a captive cannot survive as a wild falcon.

Another aspect of companionship, which Sam learns, is that companions will cheer you up when you

are down.

As an example, one day in autumn, while Sam was dragging some clay up the mountain, to his tree, to build a fireplace with, he suddenly became quite lonely. He looked down on his old city pants, which he was using to drag the clay + thought of home. "... I thought of scarecrows + Halloween, I thought of the gang dumping ashcans on Third Avenue + soaping up the windows." He was almost about to burst into tears, when "Suddenly there was a flash, a pricking sensation on my leg + I looked up in time to see the Baron leap from my pants to the cover of the ferns." It drove the loneliness right out of Sam + he chased the Baron up the mountain. As you can see, this example shows that companions are always there to cheer you up. They can brighten your day + give you comfort.

Another example, is the time after Bando leaves, when Frightful cheers Sam up + brings him out of his depression. After Bando goes back to "civilization," Sam longs again for the company of another person. He becomes very sad + depressed + goes into a slump. He sewed on his moccasins for almost four days strait + when he had finished, he started to make a glove, on which Frightful could perch ~~on~~ without hurting

Sam's arm. One evening, as he sat on his bed, working on his leather glove & feeling lonely, he suddenly heard Frightful give her call of love & contentment. He realized that they had not spoken, since before he had found Bando at his camp. This memory of how they used to communicate, cheered him up & he stopped feeling lonely for ~~company~~, because he had his companions here, whom he had almost forgotten about.

Sam also learns that companions trust each other. For instance, one example is his trust in Bando. Sam trusted Bando not to tell his secret to anyone. He did not want the public to know of his whereabouts, because as a result, he would be forced to go back to his home & live in a "civilized" manor with his family. He must have had great trust in Bando to have brought him into his world in the forest. This example also shows that Bando was trustworthy & was a true companion to Sam.

However, once Sam loses his trust in Bando, when he should not have. True companions won't let each other down & they keep their promises. When Bando left the forest, he told Sam that he would visit him at Christmas time. Sam eagerly looks forward

to seeing Bando again. Around Christmas, Sam
(3) prepares gifts for Bando & takes count of his stored
venison (deer meat), to make sure they could
eat nothing but venison for a month. Two
days before Christmas, he begins to wonder if
Bando would even come. On Christmas Eve
Bando still had not arrived & Sam doesn't
believe he will come. He loses faith in his
friend, when he should not have though,
because around 4:30 Christmas Eve Bando
finally arrives. Bando would not let Sam
down. As you can see, Bando kept his
promise to Sam & was a true companion.
(4) In conclusion, Sam learns about
companionship through animals & people.
Companions rely on each other, cheer each
other up, & have trust in each other. With
the help of his companions, Sam discovers
true companionship & lives a wonderful
life in the mountains.

'Hi-Tech Planes"
'Thank You Jackie Robinson"
'Apollo 11: First Moon Landing"
'Reading Logs"

hese samples illustrates the type of work students are able to produce to demonstrate ·ogress towards meeting the language arts standards. More work and work of greater ıriety would be necessary to show that the student has met the standards.

he standard illustrated in the student work is:

1	2	3	4	5	6	7
eading erature	Reading Comprehension	Reading Skills and Strategies	Writing Process	Writing Communication	Writing Conventions	Speaking and Listening
X						

ssignment

ıudents are asked to read extensively and show evidence of what they have read. Included e different examples of how students in one classroom have done this, including sample ading logs, "Book Talk" review forms, a book summary, and a book summary via a letter.

tudent Work

he work produces evidence that these students demonstrate progress towards meeting the andard checked above. These students can:

ead, extensively and in depth, from a diverse collection of texts and other materials of the ıality illustrated in the district's grade-level reading lists. Standard 1. Read fiction...and ınfiction.

"BOOK TALK"

Title H.I-TECH PLANES
Author WAYNE F. GEER
Genre ~~NON-FICTION~~/INFORMATIVE Copyright 1992 # of Pages 112

Plot Summary This is a book that tells all about the latest in the revolution in air warfare from stealth to anti-missle missles. It discribes everything about the aircraft, including the power plants, weapons systems, avionics, combat roles and more!

Would others like to read this book? Who? Why? People who are intrested in the military or warplanes because this book tells everything you need to know about military aircraft.

Would you read another book by this author? Why? Why not? Yes, if it's also about military warfare, because that what I'm interested in!

This book is for ___ all readers ✓ very good readers ___ competent readers

Overall I would give this book no ⊛ ⊛ ⊛ ⊛ ⊛ stars.

This book belongs to ✓ me ___ class ___ school ___ county

Reviewed by Enoch

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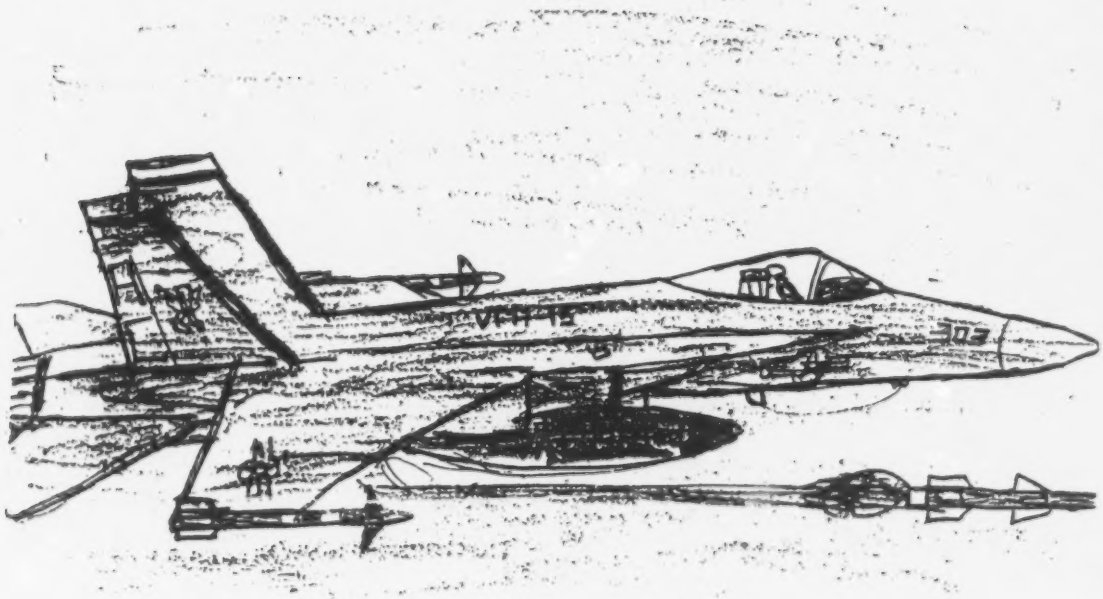
HI-TECH PLANES



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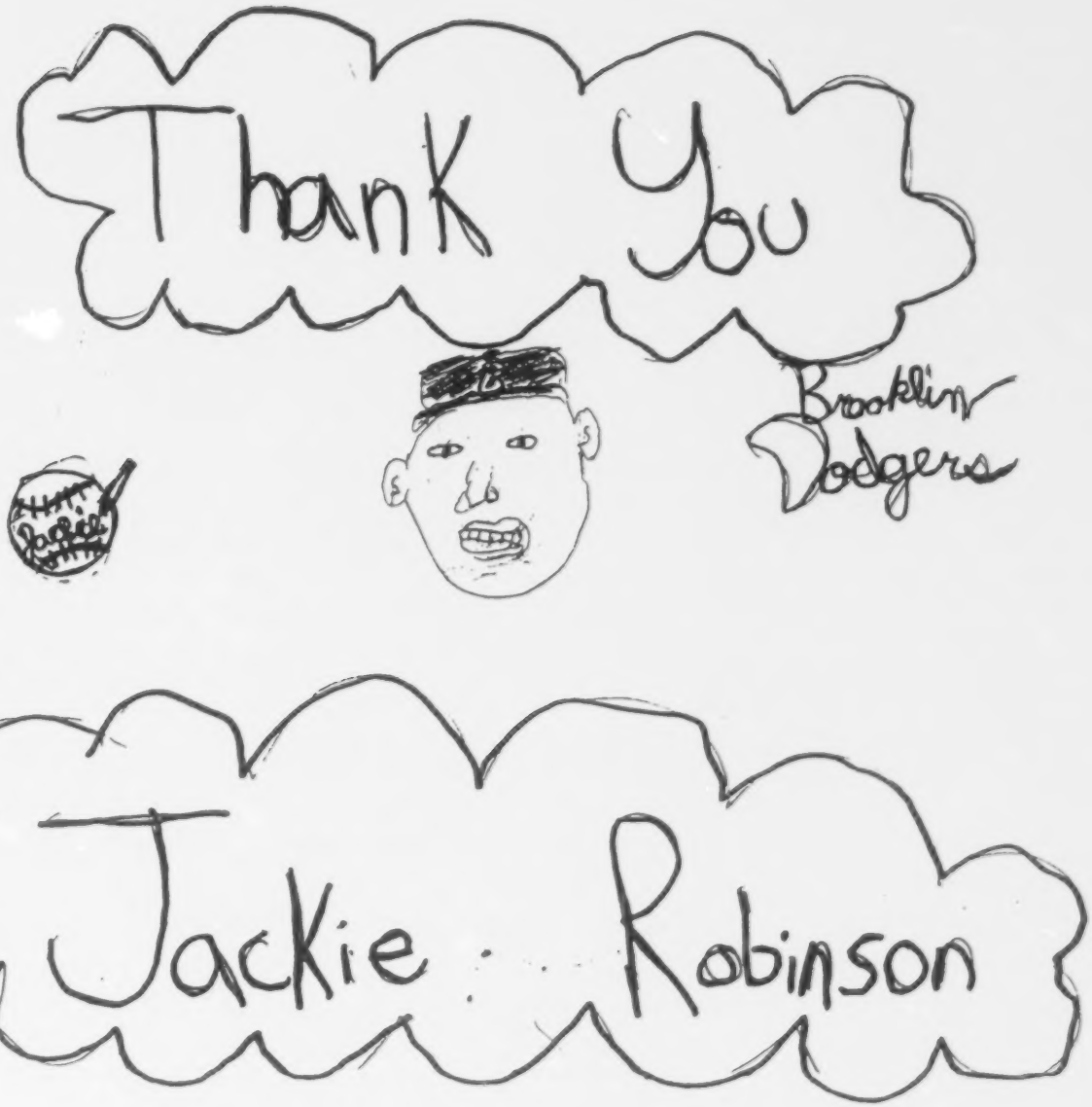
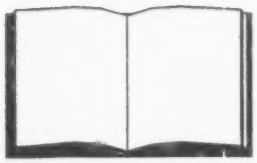

Thank You
Brooklyn Dodgers
Baseball
Jackie Robinson



"BOOK TALK"

Title Thank You, Jackie Robinson

Author Barbara Cohen

Genre Historical-fiction **Copyright** 1974 **# of Pages** 126

Plot Summary This story takes place in the 1940's, in Brooklyn, and New Jersey. Sammy is a twelve year old kid who is in love with the Dodgers. His negro friend, Davy, is a cook at his Inn. Davy takes Sam to a lot of ball games. Davy gets sick so Sam gets Jackie Robinson and the whole Dodgers to sign a ball, Davy dies.

Would others like to read this book? Who? Why? Baseball fans. This book is all about baseball and I'm a fan and I loved it.

Would you read another book by this author? Why? Why not? I'm not sure. This is the only book I've read by this author, and I liked it, so I'd try another one.

This book is for ___ all readers X very good readers ___ competent readers

Overall I would give this book no ⊛⊛⊛⊛ * **stars.**

This book belongs to ___me X class ___school ___county

Reviewed by Kevin

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APOLLO 11: FIRST MOON LANDING

By Michael D. Cole

This book is about the true story of the unforgetable, exciting, breahtaking voyage of Apollo 11, the first mission to land men on the moon. It was on July 20, 1969, when Astronaut Niel Armstrong first stepped on the moon and said, "One small step for man, one giant leap for mankind." My dad watched it when he was about 13. He saw the moon landing live on tv. He said it left him speechless and fasinated. I wish I could see it live on tv. In fact, I want to actually go to the moon.

Reading Log

Name: Cambi

Date	Title/Author	Genre	Notes
10/10	Remember Me 2 Christopher Pike	Horror	WONDERFUL
10/10	The Dead Lifeguard R.L. Stine	Horror	Very... ¿Weird?
10/10	I Want to Live Lurlene McDaniel	Realistic fiction	A sequel to a book I read
10/10	~~Nancy's Diary~~ It Happened to Nancy Anonymous Teenager	auto-biography	Superb. I would recommend it to anyone.
10/10	Mr. Pin → The Mysterious cases of Mr. Pin Mary Elise Monsell	fantasy	Way to easy!
10/10	The ~~Worst~~ Best school year Ever Barbara Robinson	realistic fiction	I don't understand the title.
10/15	Double Date R.L. Stine	Horror	Mid is confusing
10/22	To kill A Mockingbird Harper Lee	?	Very challenging
10/22	YM magazine	magazine	
10/24	Plain Girl Virginia Sorensen	historical fiction	MS•A has 2 copies. one copyright day 1988 other 1995
10/24	The Midwife's Apprentice Karen Cushman	historical fiction	She likes to write historical fiction.
10/28	Zlata's Diary Zlata Filipović	auto-biography	So sad a girl had to go through this.
10/28	Ghost Hotel Larry Weinberg	fantasy	2 different time zones. 1849 + 1990
10/28	Pollyanna Eleanor H. Porter	realistic fiction	The book is better than movie

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Reading Log

Name Cambi

Date	Title/Author	Genre	Notes
12/17	Clue - The Haunted Gargoyle A.E. Parker	mystery	
12/17	The Secret Soldier Ann McGovern	biography	
12/19	Clue - Revenge of the Mummy A.E. Parker	mystery	
12/19	Fantastic Word Puzzles Michael B. Mager	?	
12/22	World a lot of authors	magazine	
12/22	Childtimes Lessie Eloise Greenfield + Little	biography	
12/24	Clue - The Dangerous Diamond A.E. Parker	mystery	
12/30	National Velvet Enid Bagnold	realistic fiction	
12/31	Mad Math Sue Macy		
1/2	My Dog Ate It Saragail Katzman Benjamin	fantasy	
1/3	Matilda Roald Dahl	fantasy	
1/3	Twenty Pageants Later Caroline B. Cooney	realistic fiction	
1/4	Detour For Emmy Marilyn Reynolds	realistic fiction	
1/4	Walt Disney A Biography by Barbara Ford	Biography	

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Matilda 1/3
Roald Dahl

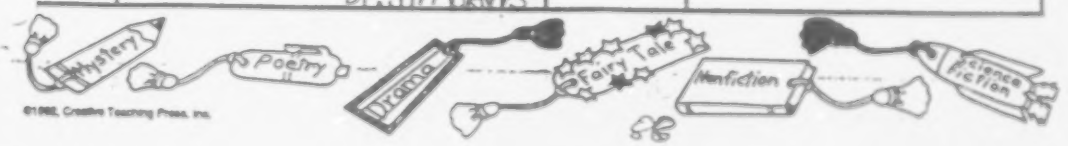
Dear Indiana Jones,
I don't think the movie was anything like the book. The book was better in my opinion. It had more details. In the movie, everything goes quicker. Matilda played more pranks in the book than the movie. There was better vocabulary in the speaking parts then in the movie. Also, in the end of the book, Matilda looses her power. I thought this was important enough to put in the movie but why didn't they?

Cambr

Reading Log

Name: Enoch

Date	Title/Author	Genre	Notes
12-12-1996	GOOSEBUMPS SCREAM OF THE MUMMY (CHOOSE-YOUR-OWN ADVENTURE) BY: R.L.STINE	HORROR	NONE! E (JR) H J
12-12-1996	THE DAYS ARE JUST PACKED BY: BILL WATTERSON	COMIC	TOTALLY FUNNY! (E) JR H
12-4-1996	WINNIE THE POOH'S STORIES FOR CHRISTMAS	CARTOON STORIES	HEARTWARMING AND PERFECT FOR CHRISTMAS (E) JR H
12-10-1996	ENCYCLOPEDIA BROWN: CASE OF THE EXPLODING PLUMBING BY: DONALD J. SOBOL	MYSTERY	NONE E (JR) H
12-11-1996	MY TEACHERS ON ALIEN BY: BRUCE COLLIE	SCIENCE FICTION	NONE E (JR) H
12-16-1996	ENCYCLOPEDIA BROWN SOLVES THEM ALL BY: DONALD J. SOBOL	MYSTERY	NONE E (JR) H
1-7-1997	MYSTERIES OF THE UNEXPLAINED BY: ALLAN ZULLO	SCIENCE	PRETTY SCARY! E (JR) H
1-9-1997	SPORTS ILLUSTRATED FOR KIDS: MICHAEL!	MAGAZINE	NONE E (JR) H
1-14-97	ENCYCLOPEDIA BROWN SAVES THE DAY BY: DONALD J. SOBOL	MYSTERY	NONE E (JR) H
1-16-1997	THROUGH THE BLACK HOLE	ADVENTURE	NONE E JR (H)
1-16-1997	CLUE: REVENGE OF THE MUMMY A.E. PARKER	MYSTERY	REALLY TESTS YOUR ABILITY AS A SLEUTH! G JR H
1-17-1997	CLUE: THE DANGEROUS DIAMOND A.E. PARKER	MYSTERY	SAME ↑ E (JR) H
1-21-1997	Garfield out to lunch BY: JIM DAVIS	COMIC	VERY FUNNY (E) JR H
1-21-1997	Garfield gets his licks BY: JIM DAVIS	COMIC	SAME ↑ E JR H



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"Crazy Crickets"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

Students read and write on a regular basis. This piece of writing was done for the student's portfolio showing that she had written a story.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. This student can:

Write effectively for a variety of purposes and audiences. Standard 5

Write to tell a story.

- Use literary elements, such as creating a situation, plot, point of view, setting, conflict, and character, with increasing facility and detail: She created a plot, setting, and characters: the giant crickets in the parking lot, the challenge, and Sam (the cricket) and the narrator playing a basketball game.
- Use dialogue with increasing skill: She has used dialogue throughout her story: "Have you guys already seen the new Target?" "Mommy, all the other kids have binders." " 'Boy, this place is crawling with crickets!,' my mom said." " 'I haven't seen one,' I said."
- Use a variety of literary techniques, such as suspense, dialogue, episodes, and flashbacks: She used suspense and dialogue.

Use appropriate conventions of written language. Standard 6

- Manage the conventions of written language so that they aid rather than interfere with reading.
- Use a variety of sentence structures to make writing effective and interesting.
- Use paragraph development, placement of text, and text structure to hold the reader's attention and facilitate understanding.

Crazy Crickets

By Cambi

Crazy Cruckets
By: Cambi

"Have you guys already seen the new Target?," I asked my mom.

"Yep. It's nice, except for the fact they don't have omlettes at the snack bar," replied my mom. (She's one in a million.)

Then my brother spoke up, "Mommy, all the other kids have binders. I need a binder!"

"Don't talk to me like that," my mom yelled, for my brother had been very demanding. She then told him she would buy him a binder. Boy, he gets everything.

Time passed and the clock reached 9:00 p.m.

We were still out driving and my mom said we'd go to the new Target. We parked and got out of the car.

Inside Target my brother didn't see a binder so we went outside and were walking toward the car.

"Boy, this place is crawling with crickets!," my mom said.

"I haven't seen one," I said. Just then a cricket landed on my glasses.

"Help!," I screamed. The cricket looked at me and gave me a mean look.

"You big meany head!," I screamed at him. I guess the cricket didn't like the insult so right

before my eyes, the cricket began to grow and grow. He was as big as a tree that was so tall you had to squint your eyes to see it in the sun.

"What was that? Did you insult me?!," the cricket asked.

"Well, uh, yes I did. And you deserved it!" I shouted proudly.

Other crickets started to come over too. My mom and my brother were staring. I picked up my basketball from the back of the truck.

"You play?," I asked the cricket.

"Yes. There's a hoop over there. Take your best shot! Whoever wins has to leave." I was hoping everything Tino, Dakota and

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Kevin had taught me would pull me through.

We ran up and down the court. The cricket, whose name was Sam, was a good blocker but with some tricks I had seen Dakota use. I managed to pull it off. I shot and I scored. The crowd went wild. Well, actually it was just my mom and my brother.

It was hard to block the cricket's shot. He jumped so high, he could have reached the heavens. In the end the score was 20-18, Sam's lead. I was in panic! As I dribbled down the court I had a whole bunch of voices swirling in my head. I heard Kevin's

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voice, "You're good. Just tell yourself that." I heard Jim's voice, "Shoot by your shoulders shoot up." I shot. Someone grabbed my arm. The ball went around the rim and it went in. Yes. I had won. Well, at least tied.

"And one," I shouted. That's what you say when you get fouled.

"What?" asked Sam.

"You fouled me." I went to the free throw line and shot. My shot made it 21 to 20.

"Now," I said, "I don't want to see you or your friends here at Target again." I watched as the swarm of crickets left. As they left I heard groans. Some of them were crying.

The next day Target celebrated. They thought their bug spudy had worked. I knew the truth. The crickets wouldn't come back. Of course they are building a Mcdonalds. I wonder if crickets play baseball? ☺

"Back to School"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X		

Assignment

Students read and write on a regular basis. This piece of writing was done for the student's portfolio showing that he had written a cartoon strip.

Student Work

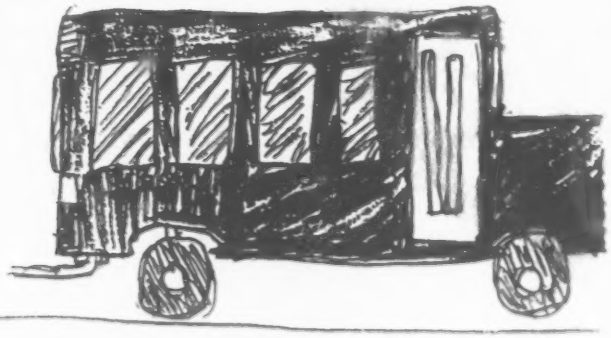
The work produces evidence that the student demonstrates progress towards meeting the standard checked above. The students can:

Write effectively for a variety of purposes and audiences. Standard 5

Write to entertain.

- Use literary elements, such as creating a situation, plot, point of view, setting, conflict, and character with increasing skill and detail. The author has created a situation—the cartoon strip, a definite point of view, a setting in a school, and characters— with great skill and detail.
- Use dialogue with increasing skill. He uses both dialogue and illustrations to make his points.

BACK TO SCHOOL



A JOHNNY AND JONATHAN COMIC BY ENOCH

SOME ILLUSTRATIONS BY DAKOTA

DEDICATED TO THE TEACHERS OF PARTNERS IN LEARNING AND RYAN TAPE

YOU'RE DEAD AT RECESS, SMALL FRY.
YOU'D BETTER BE NICE TO ED HOWARD!
HA! WHY?
BECAUSE SOMEDAY I'LL HAVE TO OFFER TO PAY FOR YOUR PRISON CELL
MY LIPS JUST MOVE WHEN I THINK.

JOHNNY, CAN YOU SPELL "DISASTER"?
HUH? UH, UH, D-I-S-A-S-T-E-R, RIGHT?
VERY GOOD. COME UP AND GET A PRIZE.
UM, YOU MAY SIT DOWN NOW, JOHNNY.
THANK YOU!
THANK YOU!

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BACK HOME.....

NEXT DAY....

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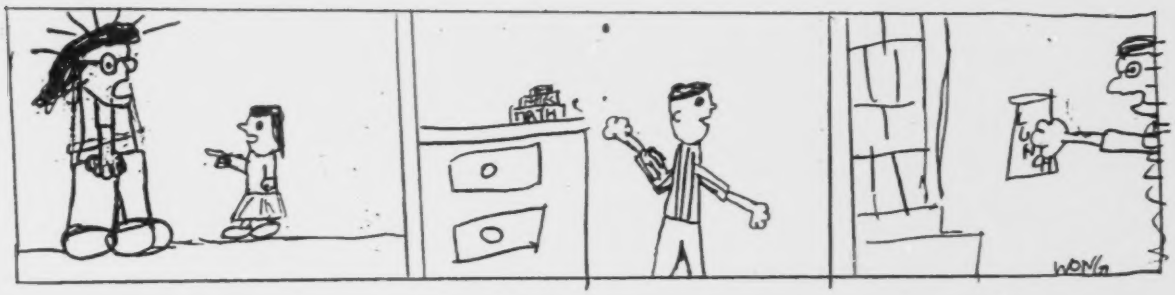

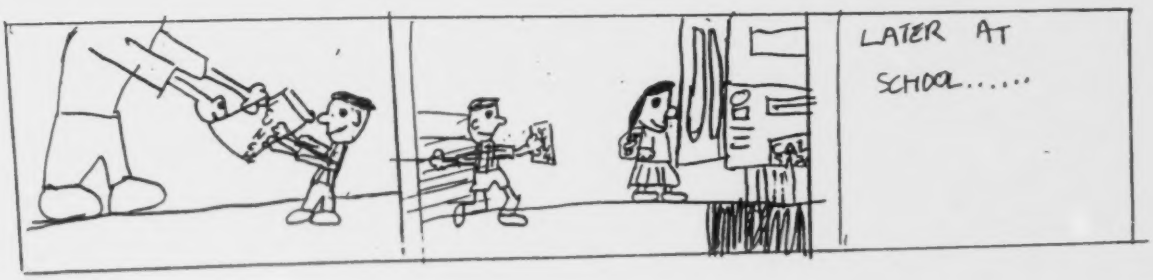

THE

END!

"Hope"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students were given a writing prompt and were asked to write a response to it. The writing was done in class, individually, as a timed assignment. The writing is a first draft.

Prompt: Biography

Writing Situation: Your teacher has asked you to write about someone you think is a special person. This person might be a parent, a brother or sister, an aunt or uncle, a grandparent, a teacher, or a friend. Recall details about that person or a specific incident that made that person seem memorable. Think about how you felt about the person or what you may have learned from him or her. (An incident is something your special person did at one time or something that happened to this person.)

Directions for Writing:

- Select a person you know well.
- Write about that person so your reader sees clearly his or her significance to you.
- Describe an incident involving this person to help your reader visualize and understand what this person is like and why you consider this person memorable.
- Since the reader may not know the person you are writing about, you will want to use specific examples and details.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences. Standard 5

Write for self-expression or to entertain by creating poems, fictional narratives, and autobiographical accounts.

- Use literary elements, such as creating a situation, plot, point of view, setting, conflict, and character with increasing facility and detail. This student wrote about a special person in her life, her colorguard instructor, with vivid detail: "I turned around and faced a young-looking man with dark brown hair parted at one side; a pair of gleaming brown

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eyes, and a huge grin that streched from one side of his face to the other." "...my colorguard instructor, demonstrated the dance steps again. He leaped from one corner of the room to the other with pointed toes, and perfect form and posture."

- Clearly illustrate the significance of her colorguard instructor to her life: "From then on, I never saw Erich anymore. Yet his image of his dedication, love, strength, and passion left an engravement in my mind. In him I see a lot of myself and more. For in a lot of things, I put all I have into it. When I don't I would scold myself, and remind mysel of Erich; of how he never gave up on us."

Use appropriate conventions of written language. Standard 6

- Manage the conventions of written language so that they aid rather than interfere with reading.
- Use a variety of sentence structures to make writing effective and interesting.
- Use paragraph development, placement of text, and text structure to hold the reader's attention and facilitate understanding.
- Use conventional spelling. Her work has several spelling errors and a few grammar errors; however, this is a first draft.

Period 6
PWA 4/97

~~ERICH~~

It was in late August, and it was still hot. Even with the doors open, the stuffy air still fought to stay inside the small band room. The atmosphere, making us glisten with sweat.

"Lisa, Lisa," a voice called to me from somewhere faraway.

"Huh?"

I turned around and faced a young-looking man with dark brown hair parted at one side; a pair of gleaming brown eyes, and a huge grin that streched from one side of his face to the other.

"Oh," I said in a small voice. I could feel my cheeks burning. About half of the other nineteen girls of the colorguard, giggled at me

while the young-looking man, my colorguard instructor, demonstrated the dance steps again. He leaped from one corner of the room to the other with pointed toes, and perfect form and posture. Erich explained to us some more specifics on the dance steps. He was such an energetic and positive person. It was hard to just picture him still, and not leaping and jumping. Yet, as hard as it was to picture Erich like that, the picture became reality when he was diagnosed with cancer again.

The previous year Erich had shown symptoms of cancer, when nearing the end of the school year. It seemed like nothing serious when he announced to us that a few cancer cells were found in his neck. For a while he showed no more symptoms, that is, until this year.

I recall the day when a photographer came to our school to take pictures of the band and colorguard. When all twenty girls were dressed in their red, white, and blue uniforms; we excitedly chatted away in our own groups, while we waited for the photographer to finish taking pictures of the band. I soon noticed that Erich was sitting on one of the band's blue chairs just outside the door. He was panting a little, and burying his face into his hands; his face grimaced in pain. I was scared. I didn't know what to do, so after a while, I couldn't bear to see Erich suffer like that anymore, and so turned away. I felt helpless and responsible, and I still do now.

Memories now come back to me, flooding my head with pictures of a tortured man, my teacher Erich. Erich really loved his job, what he did, and most of all, he loved us. He came to teach

us girls, even when he could barely walk far, without wincing in pain. I could tell that Erich didn't want to let us down. Soon he started relying on two other girls and me to help teach the class (for had more experience than the rest of the girls). Things were starting to look worse. Soon he couldn't come at all; spending time resting or getting his treatment of Chemotherapy.

It was during our Wintergaurd season, when he didn't show up anymore. The show was finished, but new and better changes weren't added on because Erich wasn't there to make it happen. I recall our last performance at our Championships performance.

It was a Saturday night, and I remember looking up at the stars above, they seemed to sparkle in unison, as if it were a signal of blessing. I smiled in return, and turned around just in time to see Erich approaching us. In the flesh! His left eye crimped to one side, and he wore a beret to hide his bald head (for the chemotherapy had burned his hair folicles, and his hair fell out). His left eye crimped to one side, making it look as though he were squinting. Besides from that, it was the same Erich.

The rest of the girls and I started running towards him. We all huddled around him, as though he were a campfire, and we were warming ourselves. Our running up to him with innocent, childl eyes, must have had an effect on Erich because he started crying. Drops of tears slipped from his gleaming eyes, and rolled down his cheeks. His voice quivered as he encouraged us to win. To win and to dance our hearts out. Erich said for us to not win it for anybody else (even him), but for ourselves.

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His words touched me. I felt prickles running up and down my arms and my eyes start to sting with tears; for his presence also gave us hope. Our gaurd had left with a fourth place, but I didn't care, for his presence had made me glow with pride. Pride to win for myself.

From then on, I never saw Erich anymore. Yet his image of his dedication, love, strength, and passion left an engravement in my mind. In him I see a lot of myself and more. For on a lot of things, I put all I have into it. When I don't I would scold myself, and remind myself of Erich; of how he never gave up on us. He is to me like God is to religious people, for they turn to God when in need of hope. I turn to Erich when I am in need of hope, except I don't go up to him and trouble him with my thoughts and problems; his image is enough for me. Erich is more than a role model for I don't want to accomplish the things he did (I want to do more), but try to acquire his determination. He is really a magnificent person. He will always be there in the back of my mind somewhere. So, when in need of hope, I look back and I see him, and I realize that I am not alone.

"Letters from Rifka"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X	X				

Assignment

Students regularly do response journals to the literature they read. The teacher was looking for thoughtful responses that showed connections to their own lives and inferences about the characters and story.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards listed above. The student can:

Read for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level. Standard 2

Respond to fiction using critical, interpretive, and evaluative processes.

- Make inferences and draw conclusions about context, events, characters, and setting: She made several inferences about the story in her response column, e.g., "I think she meant that...Ellis Island isn't very good because..." and "I think she meant that Iyla and herself is trapped in Ellis Island..." She also drew conclusions about characters: "I don't know how Rifka can stay with Iyla because he is a trouble maker." "I think Rifka is very smart because she wants to write a Puskin of her own and not read something done by another person."

Use appropriate reading strategies to comprehend a variety of assigned and self-selected materials. Standard 3

- Easily apply reading strategies, such as using context clues, re-reading, self-correcting, reading with others, predicting, questioning, clarifying, and summarizing. In her response column, she asks herself several questions about the text and, at times, answers them: "Why are they holding Rifka! I think that the people at Ellis Island didn't want her to go because she was bald."

Letter From Rifka

Quote	Response
p.90 Ellis Island is a line separating my future from my past.	I think she meant that she didn't think that Ellis Island isn't very good because it wasn't in America. She thought that when she landed on America it would be paradise because she gets to meet her parents and her family.
Papa said in his letter that they ask many questions at Ellis Island.	I wonder why they ask alot of questions at Ellis Island
Tovah, I can't go to America!	Why are they holding Rifka! I think that the people at Ellis Island didn't want her to go because she was bald.
" We are trapped between two worlds, Ilya and I"	I think she meant that Iyla and herself is trapped in Ellis Island and Iyla is Russian and she is Polish.
" Why is such a great country like America afraid of a little jewish girl just because she doesn't have any hair on her head."	I wonder if she will grow hair so that she could go to America to stay with her family.

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Quote	Response
They say they are holding me because I am too contagious to come into their country, but they allow you to visit me.	I feel sorry for Rifka because she has to stay at Ellis Island just because she doesn't have hair.
Mama and papa have grown to hate everything Russian.	Why do they hate all Russians.
I grabbed his arm, holding it away, while frantically I started rolling the paper back.	I don't know how Rifka can stay with Tyla because he is a trouble maker.
" There is plenty of paper!"	Rifka was being smart about the paper because there isn't alot of paper now.
" No, no Puzhkin I'm going to write a poem of my own.	I think Rifka is very smart because she wants to write a Puskin of her own and not read something done by another person.

Student Work Samples in Language Arts

Grade Seven

201

"Desegregation in our Schools"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X					

Assignment

The students were assigned to read and respond to a nonfiction selection. This was an on-demand, timed writing task. This student had read about the historical basis for desegregation. Although the student has developed a clear organizational structure for a five-paragraph essay, the transitions she used are a little artificial.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standard checked above. The student can:

Read for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level. Standard 2

Read nonfiction text and informational materials to develop understanding and expertise.

- Relate new information to prior knowledge and experience: "I, too, strive my best so one day I may go on to a higher level of learning." "It is like today, when a person violates a law the police come to prosecute them."
- Reference text: "Secondly, this was one of the first civil right documents signed by a president since 1875. This act formed the Civil Rights Division..."

Desegregation in our Schools

Imagine it is your first day at a new school. You are one of nine chosen students. It seems like an honor, but as you slowly approach the school you see the bystanders. They are not there to cheer you on; they are there to spit on you and call you names just because of the color of your skin. This was how Elizabeth Eckford probably was feeling. She was one of nine African-American students to first enter a public school where formerly only white students attended. Now known as the Little Rock Nine these students entered a new world with thousands of people against them.

First of all, we do not have segregated schools today. This event happened only 40 years ago. This is around the time our parents were young children. These nine students were admitted into Central High School in the beginning of the '57-'58 school year. They went against all adversites to get a better education. I too, strive my best so one day I may go on to a higher level of learning.

Secondly, this was one of the first civil right documents signed by a president since 1875. This act formed the Civil Rights Divison of the Department of Justice and the Civil Rights Commision. Wherever black citizens were not premitted to register to vote, the commission authorized the Justice Department to step in. It is like today, when a person violates a

law the police come to prosecute them.

Thirdly, I can not go on without mentioning Dr. Martin Luther King Jr. He was the greatest civil rights leader this country ever had. He was the first African-American to win a Nobel Peace Prize. Dr. King led marchs, wrote several books, and speeches. I still smile whenever I hear his speech, "I have a dream..." We must never forget Dr. King and what he did to make this a better country.

In conclusion, this is what I have learned about the desegragating of our schools. Today in America we are a modern country even though it took too long to make it a country we <u>all</u> can enjoy.

"*Calico Captive* Text Log"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X	X				

Background

This school uses a portfolio system as an assessment tool for reading and writing. The scoring rubric is well known by both the teachers and the students. The rubric asks students to:

- Present evidence that they read habitually.
- Present evidence that they write on a variety of occasions for a variety of purposes.
- Select challenging books to read and challenging topics to write about.
- Set their own goals as learners and then to work to achieve them.

Revision is highly valued in both reading and writing. The teachers provide explicit instruction in the fine points of language, i.e., conventions, usage, syntax, grammar, vocabulary, text structures, and styles, and on the production of quality work products. Students are expected to show that they learn from this instruction. But students are also expected to demonstrate the consequences of incidental learning achieved by way of a conscious and consistent attempt to read like a writer and write like a reader.

Assignment

The students read and write daily and set their own goals for writing. They choose examples of work to include in their portfolio to demonstrate their proficiency in reading and writing. This is part of a student's text log. The students read outside of school as homework and write about what they have read the next day in class.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level. Standard 2

Respond to fiction using critical, interpretive, and evaluative processes.

- Relate new information to prior knowledge: "...in my opinion the majority of Native Americans were like Elizabeth Speare explains."
- Discuss the impact of the author's word choice: "The author uses descriptive words such as 'shattered by shrill war!' These types of words help to paint pictures in my mind." "The author gets into your heart by each painstaking tragedy Miriam faces. I believe the cause of this is the author's strong sentences, such as, 'Leaving Susan robbed them all of their courage.' "
- Identify literary techniques: "I believe this story is written in the third person because the author seems to know everything about each character. Also the author doesn't say I unless a character is speaking. I would rather read a story written in 3rd person because you get a better picture of the events that take place in the story."
- Make a prediction about the story: "My prediction that Miriam would eventually care for the Indians was incorrect"

Use appropriate reading strategies to comprehend a variety of assigned and self-selected materials. Standard 3

- Continue to develop vocabulary: "I learned a new word-redolence, it means full of or diffusing a pleasant fragrance."

Name:

TEXT LOG

Title:
Calico Captive
Author:
Elizabeth
George Speare
Date: 11-19-96
Start Time: 7:30
Stop Time: 8:00
Pages: 20-40

This story is very good. The author uses descriptive words such as "shattered by short war." These types of work help to paint pictures in my mind. Also with these words, I can interact with the character, as though I'm her.
It seems as though historical fiction would be tough to write. To come up with the stories, I believe Elizabeth George Speare read many historical non-fictional stories to know the hardships of those in the past. I believe she does a good job, if I didn't know better I would think this was a true story.

Title: Calico Captive
Author: Elizabeth George Speare
Date: 11-20-96
Start Time: 10:05
Stop Time: 10:35
Pages: 40-59

I learned a new word - redolence, it means full of or diffusing a pleasant fragrance.
I predict that Miriam is going to eventually find that she likes the Indians. I believe the Indians are going to treat her well and she is going to feel love instead of hatred by the end of the story. I like how the author uses "old fashion" language to make the story more believable. She uses words such as 'tis and 'til. If I were Miriam, I would lighten up. She will only get treated worse by the Indians by acting cross and stubborn. She might get treated a little nicer.

Title: Calico Captive
Author: Elizabeth George Speare
Date: 11-21-96
Start Time: 3:00
Stop Time: 3:30
Pages: 59-79

I predict that the Indians will someday set these white people free. This will happen because of either annoyance or love for the white people.
This story is very sad. The author gets into your heart by each painstaking tragedy Miriam faces. I believe the cause of this is the author's strong sentences, such as, "Leaving Susan robbed them all of their courage."
I have realized that Miriam is not quite the selfish brat that I thought she was in the begining. She has proven that she can be caring: she would have stayed in the Indian camp because her sister couldn't come.

Title: Calico Captive
Author: Elizabeth George Speare
Date: 11-22-96
Start Time: 4:00
Stop Time: 4:30
Pages: 79-100

My prediction that Miriam would eventually care for the Indians was incorrect. She has proven that she hates Indians, and always will. I learned a new word: intrusive, it means an intruding ___.
The author has portrayed these Indians to be strern and forceful, yet genorous. I believe that the author did a good job portraying Indians. I know that there were both sevely cruel Indians and very caring Indians, but in my opinion, the majority of Native Americans were like Elizabeth Speare explains.

Title: Calico Captive
Author: Elizabeth George Speare
Date: 11-19-96
Start Time: 1:00
Stop Time: 1:30
Pages: 100-127

My prediction that the Indians would let the English go was somewhat correct. The Indians did let them leave from their village but sold them to the French. I feel sorry for these people. They know they're in a bad spot and can't do anything. I learned another new word today, idolatrous. It means worship of idols. I thought this might be what the word meant because of the root word. I believe this story is written in third person because the author seems to know everything about each character. Also the author doesn't say I unless a character is speaking. I would rather read a story written in 3rd person because you get a better picture of the events that take place in the story.

"Rice"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students read and write daily and set their own goals for writing. They choose examples of work to include in their portfolio to demonstrate their proficiency in reading and writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes and audiences. Standard 5

Write for self-expression.

- Explore ideas and/or observation.

Use appropriate conventions of written language. Standard 6

- Use a variety of sentence structures and careful word choice to make writing effective and interesting.

Rice

Smells drift up in lazy spirals,
Sweet and elusive,
The color, softer and whiter than clouds
Feel each grain, firm and warm.
Taste it– the rich yet delicate sweetness,
Different it was from that gritty red rice,
no this was real rice, whole moist
grains, to chew and savor.

Student Work Samples in Language Arts

Grade Eight

210

"Who Is at Fault?"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X	X		X		

Assignment

The students were asked to write a response to a poem by Robert Frost. This student has read a lot of poetry by Frost and has used his prior knowledge to interpret this poem.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level. Standard 2

Respond to poetry using critical, interpretive, and evaluative processes.

- Make inferences: "The line 'big boy doing a man's work though a child at heart' gave me the impression that this was not recently. Because in this day and age there are child labor laws." "I don't know why but I started thinking that the boy and his sister lived alone. Maybe I was given such an impression because the poem never mentions his parents."
- Discuss the impact of the author's word choice: "The part of that line '...though a child at heart' was sad because it was just a little kid, and they weren't letting him be a kid."

Use appropriate reading strategies to comprehend a variety of assigned and self-selected materials. Standard 3.

- Easily apply reading strategies, such as using context clues.
- Manage reading longer and more difficult text.

Write effectively for a variety of purposes and audiences. Standard 5

Write to persuade the reader, e.g., respond to a literary work.

- Organize the writing from innocence to deeper understanding that still leaves the writer pondering the actual meaning of the work or the author's intent: "I wonder if this poem was written from Robert Frost's own experience."
- Provide references to text as supporting evidence: "But the line 'To keep life from spilling' may indicate that he bled to death."
- Demonstrate understanding of literary elements, e.g., personification: " "A good choice of words was 'The saw leaped out.' and, 'As if to prove saws knew what supper meant...' "

Who is at Fault?

By:

author: Robert Frost

Out, Out is a poem by Robert Frost. It is a free verse about a child who gets his hand cut off and dies. It is a sad poem.

At first I thought it would be a nice little poem about a guy cutting wood. I changed my mind when I found out that it was a kid. A child working a large saw is not a common sight.

The line: "big boy doing a man's work though a child at heart" gave me the impression that this was not recently. Because in this day and age there are child labor laws. The part of that line "Though a child at heart" was sad because it was just a little kid and they weren't letting him be a kid.

I don't know why but I started thinking that the boy and his sister lived alone. Maybe I was given such an impression because the poem never mentions his parents.

A good choice of words was "The saw leaped out". and, "As if to show

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saws knew what supper meant." Those were very descriptive phrases and a good use of personification. I also like the phrase "Neither refused the meeting. It makes me think that maybe the boy wasn't looking where he was going, or maybe he tripped and his hand hit the saw.

When the boy gets his hand cut off, it doesn't say how he died. But the line "To keep life from spilling" may indicate that he bled to death.

I think that the boys reaction was strange. The poem reads "he was old enough to know, by boy he saw all spoiled" So I thought that he was aware that his hand was cut off, but then he begs his sister not to call the doctor to cut his hand off. So I guess he didn't know. Maybe he was delirious.

The end was very sad and disturbing (when the the boy died, the poem says, "Since they were not the one dead, turned to their affairs". It makes it sound like nobody cared about him and they all left.

When Robert Frost wrote this poem I think he was making a point about child labor. I think that he was against it because at the time it was written (about 1914) child labor was a common thing. Women and children worked in terrible conditions for long hours. Many lives were lost because of this.

My favorite line in the poem is: "They listened at his heart, little, less, nothing-&" It is very sad and final.

This poem was a lot like a story and there were some really nice phrases in it. It was interesting to read, but one question still remains in my mind, I wonder if this poem was written from Robert Frost's own experiance.

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"Being a Leader"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X		

Background

This school uses a portfolio system as an assessment tool for reading and writing. The scoring rubric is well known by both the teachers and the students. The rubric asks students to:

- Present evidence that they read habitually.
- Present evidence that they write on a variety of occasions for a variety of purposes.
- Select challenging books to read and challenging topics to write about.
- Set their own goals as learners and then to work to achieve them.

Revision is highly valued in both reading and writing. The teachers provide explicit instruction in the fine points of language, i.e., conventions, usage, syntax, grammar, vocabulary, text structures, and styles, and on the production of quality work products. Students are expected to show that they learn from this instruction. But students are also expected to demonstrate the consequences of incidental learning achieved by way of a conscious and consistent attempt to read like a writer and write like a reader.

Assignment

The students read and write daily and set their own goals for writing. They choose examples of work to include in their portfolio to demonstrate their proficiency in reading and writing. This student chose a poem to include. The poem is accompanied by a letter to the "portfolio evaluator" in which the student reflects on her writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standard checked above. The student can:

Write effectively for a variety of purposes and audiences. Standard 5

Write for self-expression.

- Use literary elements such as creating a situation, plot, point of view, setting, conflict, and characters with increasing facility and detail.
- Use authentic voice, capturing the dilemma of shifting feelings.

Entry Slip: Best Writing

Dear Portfolio Evaluator,

I have enclosed a piece that I wrote. The title is Being A Leader. It is a long poem about self esteem and what it takes to be a leader. I developed this poem using some of my feelings towards the game of basketball. All of this story you will hear is entirely true. I would even maybe call it an autobiography.

I came to select this topic mainly because it was one of my main goals to experiment with a different genre this trimester. I thought this would make a choice because I really wanted to write about being on the [redacted] girls basketball team and I never tried a poem before. I thought this would be a good chance.

It was different in planning this writing project because I was more prepared and had more time. Last trimester was just a chance to get me used to planning with more depth and organization.

I am really confident in this piece because I was able to take my time and get great feedback and revisions. That's why I had so many drafts(well, more than I am usually used to). I think I got a pretty good grasp on how a real poet writes and translates their feelings in such depth.

When writing this piece, I didn't want it to be an epic, but just a simple way to express my feelings to my audience. I do feel I got carried away and my poem was a little more extended than I desired. But I wanted to give my audience a clear and detailed idea of what the poem is about and how the feelings and emotions went through different stages as the poem went on.

I feel that this topic challenged me very much. I was not used to writing with such feeling and emotion before. I never words like "monotonous" in my stories, so I guess you can say it expanded my vocabulary also. But I must say that this poem was more fun than a challenge.

I was able to spend a lot of time on this piece and do many revisions to perfect it. I think this shows evidence that I am a good planner and manage my time well because I was able to get everything done at a good rate. I really don't know what other revisions I could possibly make on my piece.

My motivation for writing this mainly was from my thoughts and feelings in myself. I guess I just had something I had to get out on paper. My teacher was probably the main reason why I tried so hard in perfecting this piece. She always pushed me to success.

Being A Leader

Final Draft *Being a Leader*

Suiting up begins in the locker room
"we'll beat'em"...
"we're gonna tear them apart"
shouts of confidence and insecurity,
maybe,
from my teammates

I think about my opponents
If they're gonna be tough
or talk trash...
what kind of game it's going to be

Coach comes in with the usual talk
score points and win..to say the least
and if not, out you go

It may sound funny
I think coach depends on me
"your a leader," he says,"a veteran!"
Oh, but if I mess up,
it's not that way at all

How come I worry about impressing him
why can't it be fun anymore
It's scary now..
being a "leader"
a "veteran"
I want him to praise me for things I do right
rather than scolding me for what I've done wrong

By game time, my palms are sweating
like a glass of warm, sticky water
being poured through my fingers
the crowd is so intimidating
just a monkey on my back

Starting 5 in
poor gestures between both teams
as soon as I step on the court
usually from the "beginners"...
the "non experienced"

you can tell haven't been on the court

This is the worst
I play my heart out
all I get off the sidelines is
you are not doing good enough
Coach stands up at every mistake and yells until
veins emerge, and bulge far out
what a hideous face
God I'd wish he'd sit down and shut up!!
He is partly for the mistakes
not enough encouragement
too many put downs

At half time the coach starts in
" This is wrong"
" and this is wrong"
"and so is this"
that's it
seems so monotonous

Well, I try not to listen
I am probably doing well
though, my level is low because of him
so are the others, I am sure

I catch the breath I've been waiting to catch
Time for more
The critical half
I wanna win and everyone can tell
by the way I play

My chest burns from hard breaths
I play so hard
wanting to earn the coaches respect
the title of a leader
show him that put downs don't matter to me

The hard play of the team awarded with victory!!
cheers from the crowd
maybe some boos..
but I don't care
rookies may stand at the gym door and
rub in the defeat to the opponents

I review my performance in the game
I realize, I can't let it get to me
it gets in the way
for the whole team

Congratulations and pats on the back
as I leave
the parents,
the crowd,
even coach
they were happy for me
I guess this is what it means to be a leader
but to be one,
it includes confidence and self-esteem
I'll remember that next game.

"Why I Go"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
			X	X	X	

Background

This school uses a portfolio system as an assessment tool for reading and writing. The scoring rubric is well known by both the teachers and the students. The rubric asks students to:

- Present evidence that they read habitually.
- Present evidence that they write on a variety of occasions for a variety of purposes.
- Select challenging books to read and challenging topics to write about.
- Set their own goals as learners and then to work to achieve them.

Revision is highly valued in both reading and writing. The teachers provide explicit instruction in the fine points of language, i.e., conventions, usage, syntax, grammar, vocabulary, text structures, and styles, and on the production of quality work products. Students are expected to show that they learn from this instruction. But students are also expected to demonstrate the consequences of incidental learning achieved by way of a conscious and consistent attempt to read like a writer and write like a reader.

Assignment

The students read and write daily and set their own goals for writing. They choose examples of work to include in their portfolio to demonstrate their proficiency in reading and writing. This student chose a poem to include. The poem is accompanied by a letter to the "examination" teacher in which the student reflects on his writing. While the thoughts are very insightful for an eighth grader, the conventions are poor. The student needs to proof, edit, and revise his work. He has many errors in language conventions. However, he does communicate with the reader. With some more work, this could be an excellent piece of writing.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Organize his thoughts and information for writing and develop drafts. Standard 4

- Generate and organize ideas for writing as evidenced in his poem and his reflection on the process he went through to create his poem: The student states he "learned a new writing style which is to state a topic, then write about it." "Before I start writing I list at least three questions, and answer them..." "I like to write about what I know...I know the feelings and the thoughts before I've started the poem..."
- Use outside resources: "Most of the time I use reading sources to help me out with my writing...I read the book by Maya Angelo...I got a lot of ideas like what to write about. She wrote about her life so I decided to write about something I know like or do."
- Revise his work in a minimal way: "It [Why I Go?]...was just perfect, with a few minor corrections but it took me time to figure out what the title was going to be."

Write effectively for a variety of purposes and audiences. Standard 5

Write for self-expression.

- Explore observations. The student writes from the provocative title to an insightful conclusion: "In my poems I decided to use my other goal which was use a lot of description so you can see as you read what is going on..." "In my poem why I go? ... I showed what he would do, and what went through his mind when he was fishing, so the poem will be realistic and show detail." "One thing that challenged me was trying to get perfect detail to create the feeling that I wanted the reader to feel."

Use appropriate conventions of written language. Standard 6

- Use careful word choice to make the writing effective and interesting.

Writing

Dear Examination Teacher,

One of my goals for writing was to write poems. I decided to get this over with in the beginning of the trimester.

In my poems I decided to use my other goal which was use a lot of description so you can see as you read what is going on, and to make the the character come alive so you can see what is going on in the characters mind.

I used a lot in my poem Scared by when I set the mood, which was uneasy and worried. I made the main character in my poem stand out by his moves and what is going on in his mind. I did the same in my poem why I go? by how I showed what he would do, and what went through his mind when he was fishing, so the poem will be realistic and show detail.'

The only revision I've done in my first poem Scared was I added detail to make the scene, how everyone felt , what was going on in the main characters mind stand out the best way it could.

The other revision in my 2nd poem Why I Go? was none. It was just perfect , with a few minor corrections but it took me time to figure out what the title was going to be I listed three titles which were: Why I Go? , Thoughts I think , Days Go By .I picked Why I Go?, because it didn't tell you what the poem was about, and it made you what to read the poem so the reader can answer the question. I also had peer responses to help me correct my drafts make it sound better which sometimes I will use.

I like to write about what I know, so I don't need so many drafts. I know the feelings and the thoughts before I've started the poem or story.

Before I start writing I list at least three questions, and answer them write down the information from the questions, and turn them into a poem or story but in this case I turned it into a poem. I will sometimes try to change the beginning which I did on my poem Scared , but I didn't like that start and stayed with the one that I already had.My third draft is corrected by the teacher get corrections, then copy it over again . Then I will type it on the computer. That will be a finished final for me.

Most of the time I use reading sources to help me out with my writings or in this case with poems. I read the book by Maya Angelo. I read this book as an extra an it won't show up on my text log. I got a lot of Ideas like what to write about. She wrote about her life so I decided to write about something I know like or do.

I even learned a new writing style which is to state a topic, then write about it which I did in the poem Why I Go? like this, "As I sit on the banks" then I explain what my character is doing and thinking. This is what I learned from from Maya Angelo.

One thing that challenged me was trying to get perfect detail to create the feeling that I wanted the reader to feel. It was also hard to find new vocabulary. I didn't put any in my poems but I have some in my text logs with definitions .

Next time I will write a long story so I can reach all my goals which is to write a variety of poems and stories.

When you read my poems really look for detail and description.

Sincerely,

Why I go?

As I sit on the banks,
I look at my pole,
I'm not nervous any more--
relax as I've been in weeks,
I think of the days that have passed
what I have done,
A lot of questions pile in my mind
Most are answered, some are left unknown,
When I get home, my mom asks," Where's the fish,"
I always look and say,"Next week Mom,"
But that is not why I go.

"Text Log"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
X	X	X				

Background

This school uses a portfolio system as an assessment tool for reading and writing. The scoring rubric is well known by both the teachers and the students. The rubric asks students to:

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Revision is highly valued in both reading and writing. The teachers provide explicit instruction in the fine points of language, i.e., conventions, usage, syntax, grammar, vocabulary, text structures, and styles, and on the production of quality work products. Students are expected to show that they learn from this instruction. But students are also expected to demonstrate the consequences of incidental learning achieved by way of a conscious and consistent attempt to read like a writer and write like a reader.

Assignment

The following piece is a text log. The students read for homework. The next day, they write about what they have read. This particular text log is an outstanding sample of work. English is the student's second language. Her insights into the authors' work are thoughtful and interesting to read. Her teacher said that in the 24 years she had been teaching, she had never had anyone like her.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Read, extensively and in depth, from a diverse collection of texts and other materials of the quality illustrated in the district's grade level reading lists. Standard 1

Read several books in depth about one subject and by a single writer.

- Read two books by Amy Tan and one book by Maxine Hong Kingston. All three were about the Chinese culture.

Read for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level.

Read and respond to fiction using critical, interpretive, and evaluative processes.
Standard 2

- Demonstrate a thorough understanding of the text as evidenced by her text log, a record of her daily reading.
- Relate what she read to prior knowledge and experience: On her Text Log Entry Slip, she writes: "I wrote of things that connected me to the characters, and events to match." and "Every time I was reading, I felt as if my grandmother was telling the story." An example in her text log is the story her father told her on p. 8 about "why women weren't kings."
- Identify recurring themes across works in print: In her Text Log Entry Slip, she notes that "All three books were told from the woman's point of view." On p. 4 of her text log, she writes: "Reading Amy Tan's books changed my view about my heritage. She talks about the side of Chinese that other nationalities would never know or thought of." On p. 7, she states that "Maxine Hong is almost like Amy Tan. She brings out the heart of the Asian culture, not just Chinese."
- Make inferences and draw conclusions about contexts, events, characters, and settings as evidenced throughout her text log.
- Discuss the impact of authors' word choice and content as evidenced throughout her text log.

The student is an experienced reader who uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials. Standard 3

- Easily apply reading strategies, such as using context clues, re-reading, self-correcting, reading with others, predicting, questioning, clarifying, and summarizing: "There is one quoted statement I picked up from the fourth story, 'within this store, is all for food, not for pets.' I'm not sure I get it. My guess is that the Chinese owner of this store, wait, I get it! The key word here is Fish Market!" "Rereading helps you figure things out .." "Just as my teacher said that this book was going to very very challenging, it is. I don't know what to say but that I've reread and reanalyzed so many times in this story then I've ever done for any books at all."
- Read longer and/or more difficult text.
- Select and read books for recreation.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

Text Log Entry Slip

Dear Reader,

For this trimester, the last one, I have done to the most of my abilities, my text logs. I've read for longer periods of time than I have ever had. I read a total number of five books but the first two doesn't really count because at that time, I hadn't really known what my goals would be, I just read them until I had had my real goals. The two books Rice Without Rain by Minfong Ho and Finding My Voice by Marie G. Lee were really good books but they didn't hold the challenges I needed. They were just good stories because I could really relate myself to its characters without any complications. They did have realistic plots and they weren't narrating either, that's something that I found was good. The authors gave you characters that you could be with but I found everything really easy to understand because the story was laid out flat, no twist or turns.

As the books weren't really challenging enough, my responses lacked variety . I didn't really have any powerful comments to give.

So as for my text logs, I would want the examination teachers to only look at the three last books, The Joy Luck Club, The Kitchen God's Wife, both by Amy Tan, and The Woman Warrior by Maxine Hong Kingston. These three books taught me so much. Not just about the Chinese culture but morals about life. The events in the books took place at a time when the land and life of the Chinese weren't calm. Problems that they faced was added to their belief from point of views by women and society.

All three books were told from the woman's point of view. That was something that I just thought of now that maybe a small problem. I see the Chinese life of the 1800's from woman's eyes and senses, but what about man's? Will his thoughts be different? His actions? How and in different ways will he respond to the problems of China?

Any ways, I loved all three stories. Their sense of culture and heritage are so clearly pointed out, I don't know if any author could do it any better especially with an Asian Culture. To me, it's really complicate to write the ideas of my culture into English. These two authors created characters and events that gave feelings to their readers such as anger to why this one character was so mean, or why that character couldn't avoid an arranged marriage. Or this passage sounds like it was taken out from a king's secret book of wise sayings because this person's morals are so strongly built into them. The characters speak out to the reader in the sense that the story is through first person.

All of the entries that are highlighted are my best entries. Since I found so much senses responding to my reading, my text logs have been longer than ever. My longest ones lasted from a page to two pages. This trimester, I tried new ways of responding so that I would fully get the full grip the stories. For example, I putted myself into one of the main characters and wrote a letter to another character. I also did a family/friend tree to help my understanding of events and characters straight without getting the wrong understanding.

That is one of the major changes that I've noticed about myself. My reading times have increased, my responses have expanded. I wrote of things that connected me to the characters, and events to match. I contributed to the similarities and differences of my culture to theirs.

My goal in reading was to concentrate on one particular culture and I did. I concentrated on the Chinese culture, stared at the pictures formed from the words from the book, studied the smelling of a New Year's feasting, memorized the size and shape of bedrooms of a typical Chinese family's housing. I saw what a strong sense of control or possession a family or husband has over a woman can do to her. What money can make some one do.

All of these and more, I learned from these three books. I found out that writing from personal experiences presents a more realistic plot or having a realistic plot presents more feelings and events a reader can respond to. The one most interesting new discovery I discovered for myself was that complex books didn't have to have as many complex vocabularies. These three books proved that. Their plots were so delicately woven, I had to keep repeating the events in my mind to be able to continue. Every time I was reading, I felt as if my grandmother was telling the story.

The characters also had many traits like mine and so I had the chances to compare and relate my experiences to theirs. All of the main characters had adapted themselves to the American culture that they seemed not to have any respect for their original culture, that was some thing that authors pointed out from the parents' eyes. I found that that is something that is very true. Speaking for myself, I have experienced that but there's this side of me that reminds me daily, one of them is my looks.

When any one is examining my text logs, I want them to see that as I went along, I also kept vocabulary lists. They are the words that I didn't understand. I did this for second trimester already so they might know my process already. The author Amy Tan's books really had no words that I couldn't understand. Some that I didn't get at first, after a few times of rereading, I got the meaning. The author Maxine Hong was another thing.

Maxine's book Woman Warrior was just as challenging maybe even more so than Amy Tan's because it also had a list of vocabularies that I just have never heard of. So with Maxine, it was a double 2, her vocabularies plus her plot. There understand wasn't a lot of vocabularies I didn't but about 10 or 20. I also learned that even though I didn't understand this one particular word, I still understood this particular part because of the other parts that I understood and I could just fill in the meaning of the picture.

I'm not going to repeat that I've grown so much as a reader because I'm repeating myself. I know that you will be able to tell, (I can not write any better than I have) I have grown more in experience than I was last trimester. Take a free-fall summer and I hope you enjoy reading my entries.

Sincerely,
Sia

TEXT LOGS (Selected pages from 4/24 to 6/15)

Author: Amy Tan
Title: Joy Luck Club
Date: 4/24
Start time: 5:32
Stop time: 7:02

My new book is the Joy Luck Club written by Amy Tan. I've just started reading this book and so far I think it is very good and funny. All of these Asian writers I've experienced so far which are Marie Lee, Minfong Ho, and now Amy Tan, they're very good. They are experts at creating vivid imagries but Amy Tan seems more of a sophisticated pro because her book is so twisted and yet I think I can find the main character easily in the mess. Amy's characters are brought to life at a point where they're speaking directly to the reader. I find that it makes the story very hilarious.

Author: Amy Tan
Title: Joy Luck Club
Date: 4/25
Start time: 4:02
Stop time: 6:30

This book is like a fairy tale with more than one story in it. I'm only halfway through the 2nd story and it's very confusing but I like it. I've reread a lot of parts because Amy Tan takes the reader into a real live episode of the Chinese and with so many things collaborating together, I try to plug in the texts I've read so far to see how the characters of each short story correspond or relate to each other. Telling these stories through the character's eyes provides so much entertainment because their thoughts are brought to the open and it creates this atmosphere that involves the reader to feel these emotions of the character whether it's funny, sad, angry, and new discoveries of one self.

Author: Amy Tan
Title: Joy Luck Club
Date: 4/26
Start time: 6:42
Stop time: 8:46

I'm on the third story (the very beginning) and I don't know very much about her yet but what I can say about the first two characters so far is that they are both strong willed and their emotions are strong towards their parents. They understand events around them by asking themselves questions and taking their parents advices. But in a way I think the second character is stronger and has more ideas because she knows herself better while the first character seems lost in life. She seems to be discovering new things that aren't that significant while the second character discovers very important things about herself that changes her life at every new discovery. Now, coming the 3rd character, which is also a girl, I find her very ordinary. She's remembering an event in her childhood. I hope to find out how and why the event is taking place.

Author: Amy Tan
Title: Joy Luck Club
Date: 4/27
Start time: 2:02
Stop time: 3:46

I've finished reading the third short story. I'm not sure what's the point in this story but I know that this was about an incident that occurred in this character Ying, Ying, if that's her name, life. She feared for herself from this incident that the reason this incident occurred was because she wanted to be an independent girl. So far, I haven't come across any new vocabularies but that doesn't mean this book isn't challenging. In fact, the book is one of the most messy story novels I've read. As I go by and by, I'm beginning to understand why they're this way.

Author: Amy Tan
Title: Joy Luck Club
Date: 4/29
Start time: 8:02
Stop time: 9:46

This book is very funny! Mostly the characters' thoughts are out in the open because she is telling the story. I like the way there are hardly any dialecs. I can relate to the humorous feelings that might not have been felt by the character but just feelings I feel myself while reading. There is one quoted statement I picked up from the fourth story, "within this store, is all for food, not for pets." I'm not sure I get it. My guess is that the Chinese owner of this store, wait, I get it! The key word here is Fish Market! The statement means that any animals from that store is not pets but a kind of food! Rereading helps you figure things out because my guess before was that the food in that store wasn't for pets, but only humans because they probably don't care about pets (dogs, cats).

Author: Amy Tan
Title: Joy Luck Club
Date: 4/30
Start time: 4:30
Stop time: 6:02

I'm on the seventh short story in this book. The title is called Half and Half. So far I don't know what the title has to do with the story yet. To really tell the truth, all of these stories make sense when I think of them as separate stories but when I think of how they relate to the ladies at the Joy Luck Club, I asked myself, there are only four ladies at that table, if these stories are about them or their daughters, then how come I've read about eight different characters? How is all of these stories significant to the future today of the ladies at the Joy Luck Club?

Author: Amy Tan
Title: Joy Luck Club
Date: 5/1
Start time: 4:56
Stop time: 5:59

Well, I'm half way finished with the book, and so far I've only acquired 2 unknown vocabularies! Vocabularies aren't very hard in this book but the challenging part is the way the plot goes. As I'm going, I'm understanding it more. I know that all these stories are just about eight characters but the incidents are more than once. That answers my earlier question. I'm trying very hard to find something about Amy Tan's writing but so far, nothing major yet. I've found little things like some words, the idea of writing first person presenting vivid imagries, that's all. But I have to say, of all the Asian writers I've read, Amy Tan is a 10. She brings so much feeling and honesty in her stories it touches me.

Author: Amy Tan
Title: Joy Luck Club
Date: 5/2
Start time: 8:02
Stop time: 9:46

3/4 through the story, this book has such a realistic plot and yet it sounds like one of those Greek myths. The reason its like that is because of the beliefs the Chinese people believe in. In a way, those beliefs are brought to reality in ways of things happening and the message or lesson the characters get from them. If I was the author, I wouldn't have changed anything about these stories in here. I like how one of the mothers said she had wanted the daughter to have American circumstances and Chinese characteristics. I think that is also what my parents would want for me. But I'm not sure I have any Asian characteristics.

Author: Amy Tan
Title: Joy Luck Club
Date: 5/3
Start time: 6:30
Stop time: 8:02

I bet it was really hard for these Chinese to survive in America when they first came. This lady Jindo Jong talked of how she worked when she'd just came to America. I know a lot of people who was like her when they first immigrated here. They didn't know how to speak English (my aunt) and when the Americans asked her if she wanted to go to work, she said to me that she didn't know what he was saying so since she only knew the words

"no" and "yes", she said "yes". That was a lucky word because then the Americans found her a job!

Author: Amy Tan
Title: Joy Luck Club
Date: 5/4
Start time: 2:02
Stop time: 4:30

I've finished reading this book. It was very good and challenging. The plot was the challenge to me. All of Amy's vocabularies in here are very easy to understand but the way all of the events in here ties to the people of the Joy Luck Club is the challenge. At first I kept asking myself "what do all of these incidents have to do with only 8 characters? So when I was reading, I paid close attention to the text in case I might miss something important. When I started understanding was when I noticed I was sometimes reading the same name again. I didn't notice that until the middle of the book. When I really started rereading everything became clear once I got to where the mothers were telling from their point of view. They were my favorite because of their thoughts and characters. They had what I thought were real Asian characteristics. I felt that I understood them better then the daughters because from just reading about the way they had wanted their childrens to turn out not only leads me to understand their culture and beliefs but also my parents. Reading this book has made me look at things from my parents' side and I think that I understand my Asian parents don't like when their kids don't act Asian. All they want are the American circumstances not the American characteristics. My favorite part was the mothers because it made me understand how much Asian parents show their love in ways that would make a lasting difference.

Like one of the mothers in this book, my parents were always telling me "whenever you are mad, jealous, worry, don't let anyone know. Even when you hate someone so bad, you never let them know. You should always hide your feelings so no one can read you. You should always let the other person think something else. This will help you wherever in life." But I don't think I ever did follow this character or trait. I was always one who is complaining, screaming when I'm mad. See? Here I'm writing and already telling my weaknesses to you!!

Author: Amy Tan
Title: The Kitchen God's Wife
Date: 5/6
Start time: 5:02
Stop time: 8:36

This book is almost like the Joy Luck Club. It's telling the story first from the daughter Pearl's eyes, and then now, her mother. In a way, Pearl and her mother are like my mother and I. We never did see eye to eye. My mother can never see things my way. I'm someone who always visits every library and reads everything now. My mother would always be saying "Are you learning how to cook from that book?, or Does that book explain to you clearer than I can how to be a good Asian daughter?" More than this, she doesn't see why I would want to cut my pants or hair or why read so much. Basically, the only thing we have in common is our looks, in personalities, we are so different like Pearl's mother, my mother is not a moderate person. Everything that happens is because you ignored the signs before it happened. 50 cents extra at this store is worse than at another. If I said I had muscle ack in my arms because I've been doing push-ups, she forces me to lie down and let her massage me. The most extreme my mother ever went to was when I bought a jean for $40.00 then she says "The money demon has gotten into you, I just knew it. Here let me look at your palm, lets see your bank fortune!" So my mother and Pearl's mother are a lot like each other. Like Pearl, I'm always beaten down by my mother's beliefs except I never did let her remarks about reading get to me!

Author: Amy Tan
Title: The Kitchen God's Wife
Date: 5/7
Start time: 6:322
Stop time: 8:46

How can Amy Tan be so descriptive in her stories. As I'm reading this book, I feel as if my great-great grandmother is telling the story! She must be a long-termed memory and very observant person. I for one, only remember and notice things I want to. Reading Amy Tan's books changed my view about my heritage. She talks about the side of Chinese that other nationalities would never know or thought of. That is what all cultures have, a side to their tradition that noone can understand if you don't explain and make them see the significance of just 2 words or an event that took place. Now that I think about it, a lot of what my parents lecture and talk to me about every day has very special meanings. Like my parents say, if you weren't our child, we wouldn't care to say all these important life advices. You would have to pay other people to lecture you on how to live. Only your parents can give the advices of kings!"

Author: Amy Tan
Title: The Kitchen God's Wife
Date: 5/8
Start time: 7:92
Stop time: 9:59

I can relate so much to Amy Tan's books that now my responses takes so much spaces! My responses last trimester only went to 3 entry spaces, a majority of them. Now, look at my responses, they are so long, I seem to be writing forever! Amy Tan reaches into my deepest thoughts and brings them all to the surface so I can write, write, write, because her characters seem to portray a side of me too.

Pearl's mother has gone through things just as my parents. In the story now, she is relating how she'd lied to the immigrant workers so she could come to America, not that my parents lied. That's not what I meant. What I mean is the age when my parents came to America, they just gave any reasonable birthdate to put on their certificate. The people in Laos were so unsofisticated they didn't know what month was what. The only thing they remember is "my daughter was born when the harvest was about to begin!" That was the only way to tell which cousin was older than which (was by ways of retelling the social events back then!)

Author: Amy Tan
Title: The Kitchen God's Wife
Date: 5/14
Start time: 4:00
Stop time: 4:44

Wow! I've just finished the book! Now it is today that Pearl's mother is telling Pearl this story. All that had happened in this book was Pearl's mother reliving the past and then trying to tell Pearl that that nasty Wen Fu was her father! It's a long story if I try to tell you, my reader, how this came to be. But my text logs are just about my feelings so here it is. Pearl's mother has told Pearl the secret she's hide for so long and now they understand each other completely so that was a very good ending. This book was so good to me I think it's even better than The Joy Luck Club. The reason why I said this is because this book the Kitchen God's Wife was mainly about how the past made these people what they are today. It was based on the event of Pearl's mother's life back then. The author took more than 3/4 of the book just following the life of one person and her experiences which gave the author more place to elaborate and with this, the reader follows only one character which makes it more interesting and clear to understand. Even if you are lost, you can bring yourself back to the main character and go forward again to try to make sense out of it.

Unlike the Joy Luck Club which was also a very good book but so many characters and events in separate short stories that you had to switch back and forth which was more challenging than the Kitchen God's Wife but not necessarily the most captivating. While I was reading Kitchen God's Wife, Wen Fu's actions and Pearl's mother's hatred was so strong along with mine, it felt real. I felt that if it wasn't for the mother's strong Chinese pride of honoring one's husband, she wouldn't have suffered so much. I followed her story so eagerly, eager to know what would happen next. How she would ever walk away from that hateful man!

Overall, I liked this story more than all of the books I've ever read. The reality of the plot thickened by Chinese tradition, it makes the reader ask themselves "why such meek beliefs, why endure the suffering because you believe it was due for you when you can change it?" That's what I kept asking the character as I went along but when I finished, I understood why she did what she did. She was too young, too afraid of what others would say. It was the status of women back then, added to the belief that if your marriage went sour, it was the wife's fault, if you ran away from your husband, you disgraced your family. I understood that this character wasn't only thinking about herself but how and what the consequences were and it was war time, where could a woman go to hide from her husband?

The reality of this story is just so real, that's all I can say! Then I would say I give this book and the author a rating of 10. The best book I ever read. So mesmerizing, so entrancing, I remember every little detail of the story! So captivating, I was there when these things took place. I took a free trip to China when I was reading this book. Than all of a sudden, I was in the present.

Amy Tan's gift of jumping back and forth like a time zone is just great! If I tell you what was captivating , mesmerizing, entrancing, I'd be repeating myself probably the thousandth time! I recommend this book to anyone, every one. I already did it to 2 friends and they'll be reading this book next.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/22
Start time: 5:02
Stop time: 6:56

I've just started on my third story called Woman Warrior. This author Maxine Hong Kingston is a new author to me. This book was recommended to me by my teacher. I've read the captions and small summaries on the book and using these facts, my guess is that the book is about a woman, someone who struggles to survive the past and today's of her culture because this character is Chinese. My teacher said that this book would be really challenging book and I've found out just how challenging it could be and I've only started! I always reread whenever I didn't understand and so guess how many times I've reread this chapter? 4 times!! Maxine Hong is almost like Amy Tan. She brings out the heart of the Asian culture, not just Chinese. In this first chapter, she was talking about her aunt who had an illegitimate child when her husband was away in America. This brought shame to the family. Any daughter who shamed the family like that was considered dead in the Chinese culture. This is what they said "..death is coming. Look what you've done. You've killed us. Ghost! Dead ghost! Ghost! You've never been born!" That was what they said to the aunt who was going to have a baby without a father.

Just like Maxine Hong is saying, all my life, I grow up with my parents story-talking about stuffs like pregnancy without being your husbands, about keeping your reputation unknown (have no reputations). They say its a safeguard that if one day one of their daughters ever, ever is heard or they know that their daughter was sleeping around at all or pregnant, they were disowned. As I was growing up and even today, my parents say "when and if you do anything to embarrass yourself and us, you can consider yourself dead and if anyone asks you who your parents are, you say you're parentless. And if anyone asks us, we'll say we never had a daughter!'

So, you see, all Asians are alike. They have a strong belief to purity. Just as the culture that is being unfold in this story, my culture is the same.

So far, Maxine's aunt (pregnant) is turned out by her family. She has to be her own hero now. But she felt she didn't have anything to live for, so she drowned herself in the well.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/23
Start time: 6:52
Stop time: 7:92

The second chapt. now called White Tiger. In this, she was recalling one particular story she was told when she was younger. The Chinese believed that any daughter born to a family was useless, that they were nothing, nothing would be better than daughters.

I guess that was why Maxine remembered this story because it was about a woman warrior. I'm like Maxine too. I don't believe that women is not capable of men stuff. My father once told me a story of why women were less than men. Why men were kind and women weren't. I remembered it well because I didn't want to be like these women. Just as Maxine remembered this story of woman warrior because she wanted to be like her if not exactly, then she wanted to prove to her people that their belief of women status was wrong.

The story that my father told me of why women weren't kings, started like this: long, long ago, god said to men and women angels that whoever could walk the way down to earth first would be kings of the land. Well women were in such a rush that they didn't pack any food while men took their time and packed food. On the way down, women were so hungry, they killed their husbands cutting off their heads and stole their foods.

Therefore, god said "you women are prejeduce. If you even killed your own husbands, how can you be fair and kind. No, you shall always be lower than men. You don't know how to prepare for anything. You rush into things without thinking. No, you can never be kings. From now on, men shall rule the earth!"

That was the story my dad told me. He said that whatever I wanted to be, I must take time, don't rush. I must be calm and patient and whatever happens, do the right thing because I didn't want to be like these women. They rushed so much to be the greatest ones but in the end, they were the lowest.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/24
Start time: 4:30
Stop time: 5:56

It's funny now I'm like this girl Maxine. Everyday my parents would say things like "you want spanking? Stop annoying me!" I would always remind myself that when I grow up, I will let my kids do anything they want if its not dangerous or embarrassing I will never spank them.

It's funny how sometimes my brothers and sisters annoy me and I yell at them and say the same things. After awhile, I go into a small shock because I'm sounding just like my parents! It must be the Asian genetics in me!

I wonder how this character Maxine came to be born? If her father was in America even before she was born, then whose baby is she? I hope her mother didn't have someone else's baby. Maybe her mother had her when her mother emigrated to America. This book, I mean the story, they sound like the events took place some time after the ladies of the Joy Luck Club's time. Something I wanted to say was that this book in so many ways are like the books, Joy Luck Club and Kitchen God's Wife because it gives away so much of the Chinese customs and heritage. Every detail in these stories is like the circle of life. Every detail of these stories surround the point of Chinese beliefs. But in some ways, to me, this story talks about mostly negative things such as ghosts of the past that brought out the bad side of it's characters. Unlike the books Joy Luck Club and Kitchen God's Wife which was based on happy and sad stories. But this book from what I'm understanding so far is very good.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/26
Start time: 4:06
Stop time: 5:56

Just as my teacher said that this book was going to very very challenging, it is. I don't know what to say but that I've reread and reanalyzed so many times in this story then I've ever done for any books at all.

This story seems to be based on the author Maxine's senses, what she feels, and sees, through her life. It's not a narrative plot and the things she senses in this story comes in ways like the ancestral beliefs. The feelings she has around her people. Whatever her words are, they present this picture of a

kind of spiritual ghosts that seems to dwell within all Asian families and their pasts. I always get this feeling of incenses burning and spiritual foods offered to spirits when I'm reading. Why is that? Maybe it's because the theme of this whole story is based on a girl's past ghosts. About someone who would fight to get out of the mist of the incenses into the sunlight.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/27
Start time: 9:02
Stop time: 11:11

This chapter called The Shaman is understandable to me because in my culture, we have shaman's too. It is thought that shamans could talk to the dead and ask them why they were making people ill if some one in the family was ill. It is not just a thought but a belief.

I don't remember anything about shamans in the books The Joy Luck Club or Kitchen God's Wife. This is the first book I've ever read that has shamans mentioned. In this chapter, they were experiencing haunting things, a shaman can also be a monk too in a way, the monk saw the ghost and the message it was trying to give. He told the students to offer food, incense, in other words, their grandfather who was dead now was asking for more helpings or offerings.

Something like that once happened in my family. The shaman said once that the reason my mother was ill was that when my grandfather died in a bomb blast, his letter of destiny hadn't end yet and his soul was too stunned to get up and go into reincarnation. It is the soul wandering around looking to ask for help so that he can rest peacefully. That was why he was plaguing my mother and my parents should kill a cow in his honor.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/28
Start time: 6:30
Stop time: 7:56

This book is really, really good, but I was wondering why the word ideograph is used so much. I've noticed the word around maybe 8 times. I wrote it down on my vocabulary list but I haven't looked at the definition yet so I don't know what is the significance of the word. Maxine is now putting her mother into the place of the woman warrior. I fully understand the story now because of the way she keeps comparing the deeds her mother or a woman does to the woman warrior. Like she would say "but my mother wasn't afraid. She may already traveled those snowy mountains barefooted and fought off worst things with her hands." Physically, that was what the woman warrior did but now Maxine's saying that her mother is another warrior. So this story is just about Chinese women who brings out the warrior in themselves. They're not really women warriors fighting armies but they're individuals who fights spirits of the mind and body, not just in themselves but others.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/30
Start time: 7:50
Stop time: 9:30

In my culture, my parents mostly would speak Hmong and I wouldn't understand what?!! But I did remember this saying that my mother once told me in the middle of a ghost story. She said "and the girl could feel and knew the other souls had gone wandering." That was exactly what this author said about her mother's train of thoughts! Except her mother's words were different, but same meaning! It was said "she could feel that the souls had gone traveling."

When my mother said it in Hmong, I didn't think much because I knew I wouldn't understand, but now I do. Because in English, it's easier to understand. Once a time back in 5th grade, while we were singing along, I noticed that it said "and the cobwebs filled our eyes." That meant the same meaning as this, that the people were asleep. I like both of these sayings. I'm going to use them sometimes when I can in writing.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 5/31
Start time: 5:02
Stop time: 6:42

"Take my ears, please, and pull them back and forth! In case I lost myself, I want you to call me back. I was afraid and fear may have driven me out of my body and mind." Above was what Maxine's mom said to the other people after the night she'd encountered a ghost. It is something that is true in Asian cultures. My mother always said if you were too scared of the ghost when you met, you can loose yourself to the ghost. Not physically but by soul. It is believed that without soul, you die also of course, you die!!

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 6/1
Start time: 6:02
Stop time: 7:42

How can it be that my understanding is that Maxine thinks of other things that aren't well known to her as ghosts? I didn't get this until I came to the white ghosts, black ghosts, taxi ghosts in America. Everyone and everything has a ghost in Maxine's mind.

I want to know why she sees so many things as ghosts. Is it because of her mother's stories from China? All of these supernatural things in here sound so real because all Asians tell me the same ghost stories with so much seriousness and of course, they're adults, you can't really deny the truth when so many people gives me same encounter.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 6/2
Start time: 2:02
Stop time: 4:32

How does the shaman relate to this chapter? So far, I've encountered many, many ghosts in diversities, but not once has a shaman been mentioned. A shaman is someone who chases ghosts away or can talk to the ghosts and ask them what they want! I'm going to keep reading...I understand! Maxines mom is the shaman! I remembered earlier that the author who is writing about her mother was saying how her mother was encountering all these ghosts. How she was frightening them one after another. People who asked her to cure them would get well because she was a warrior against ghosts! That solves one constant question in my mind. Because a sub-title as simple as Shaman could be taken as the shaman everyone knows. Some one who dwells in spiritual magic.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 6/3
Start time: 6:03
Stop time: 7:56

25 cents an hour!? Wow, that'd kill me working in a factory and all you get paid is 25 cents! But then again, this is during the 1950's. Maybe that was how much immigrants were paid back then.

Today, other Asian's who look at some Chinese as rich people don't know everything. After more than halfway through this book and 2 of Amy Tan's books, I have to admit that the Chinese's must have had the hardest beginnings in America. They did works such as cleaning bathrooms, picking tomatoes from dawn to dusk. Yet, they are such strong characters and in their own way are funny. Maybe that's because I'm Americanised. I'm not all Asian mind now that's why I find some thinkings of the characters in here funny.

Other cultures when interpreted into American can have so much meaning that touches the love of living but yet can be so unrealistic. So unlikely that sometimes I wonder if the same things still take place. Can you imagine a Chinese woman bargaining at a shop!? Maybe NOT!

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 6/4
Start time: 7:15
Stop time: 7:58

I don't know where Maxine is now. Right now, she's not telling the story through her own eyes and mind that opens the reader to her wholely. Now, it's more like she's narrating. Not that it makes the story change much but it lessens the grabbing feeling of living there. For me as a reader, I know that Maxine's mother is the main character now and two of her childrens are with her, but who is who? Who is Maxine? Is she even here?

The author has also, all of a sudden, introduced 2 more characters I've not heard of before. Now I feel as if this part is a let down in the story because it's so much narrating. But the culture of Chinese people is so strong and mentioned all the time. The way the people are and the way they talk, their senses and feelings towards this and that.

I've learned so much about Chinese culture that I feel as if every turn of these stories enclose a small piece that forms the whole of the Asian culture. Chinese people are also so practical! They, especially the older generations in the book of Amy Tan's and this one, they don't seem to be taking any risks of anything. They're so realistic all the time.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 6/15
Start time: 11:02
Stop time: 12:46

"Any merchant who advertises 'Honest scales" must have been thinking about weighting them" I didn't understand that sentence. I did reread about 3 times including reading the other sentences around this particular part. I asked my teacher and we both went over the passage. She said that it meant that any merchant who was trying to show the good sides of things at first sign must be trying to hide something. I still don't really get it but I've reread it and kind of have an idea of the meaning.

Author: Maxine Hong Kingston
Title: Woman Warrior
Date: 6/7
Start time: 6:30
Stop time: 9:00

I've finished this book! Wow, ending was great but I think the whole book was. I take it back that this book is better than Amy Tan's Joy Luck Club and Kitchen God's Wife because at the end, everything in my brain said that this book didn't present itself as clear as Amy Tan's two books. It's mostly through 1st person and you understand the story with feelings a lot better that way but somehow I felt that this story didn't work it's spell on me as well as the Kitchen God's Wife. They both have the point and strong belief of the Chineses encased in the books and the author's portray of difficulties in other countries or coming to America really changes the characters whole outlook onto others. The characters in the books also had one main trait in their bloods, the defiency to defy their parents, sometimes to just get on their nerves. Or the kids would ignore the older generations because they clung to their culture so strongly that they are taking it out on the kids because the kids aren't acting Chinese. Their morals of cause and effect are really good ones to follow through but sometimes in America, things are just different than that! I gave Maxine Hong a 9+. She's great! She's artistic! She can write words into a picture better than I can draw a picture! I really, really liked the whole story and some parts were just hilarious, especially about her mother.

"Why We Did It"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X					

Assignment

The students were asked to write a summary essay responding to a piece of nonfiction. This student chose to write in response to an article in *Newsweek*, "Why We Did It."

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standard checked above.

Read for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level. Standard 2

Read nonfiction text and informational materials to develop understanding and expertise.

- Sequence information in a logical and clear manner.
- Comprehend what he has read as evidenced by using appropriate supporting details.
- Put ideas into own words: "No one really stopped to think what it [the bomb] would do to a civilized area." "Now that I know why they did it, I'm not pro or con on this subject. I figure they made a choice under the circumstances that had some bad results..."
- Interpret: causes/effects— reasoning strategies are higher level.
- Identify recurring theme: morality of bombings.
- Make inferences: He provides clear reasons for why the U.S. used the bomb and concludes with "Under the circumstances, I can see why they chose to use the bomb."
- Relate material to prior knowledge: "Before I read 'Why We Did It,' (an article out of Newsweek Magazine), I had always thought what they did was awful, monstrous."
- Relate new information to prior knowledge and experience: "Can you imagine all of your friends and family being killed in less than two seconds?"
- Reference text: "Japan had tried to make peace with Moscow."
- Show an impartial, thoughtful, balanced understanding before drawing a conclusion.

Why We DID IT
SUMMARY ESSAY

Can you imagine all of your friends and family being killed in less than two seconds? Your skin being burned off? The stench of burning flesh and death all around you? Only surviving to die in later months, to never grow again, to be deformed by horrible radiation burns... The monsterous terror, that only lasted a few seconds invading your dreams for the rest of your life... On the morning of August 6, 1945, during World War II, around 70,000 Japanese living ~~in~~ Hiroshima were killed instantly; another 50,000 died in the next few months of radiation poisoning and radiation burns as a result of the A-bomb that the United States spent 2 billion American tax dollars (that would be $26 billion now) to build. Nine days later an additional 70,000 Japanese were killed when the second atomic bomb was dropped on Nagasaki.

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There are a lot of different views on the morality of the bombings of Hiroshima and Nagasaki during World War II. Two views are the most common. Veterans of WW II say that the Japanese are being made to look innocent. The Japanese killed and were killed just like everyone else involved in world war II. Other people say the bomb was immoral and unecessary. If the rights and wrongs had been discussed before they bombed, a lot of innocent Japanese lives could have been saved. However, by dropping the bomb, an estimated 20,000 American soldiers were saved.

A lot of things contributed to the decision of bombing Japan with the atom bombs. Though there was no need to hurry, America dropped the new bombs

to end the war quickly. The American people were war-weary and troops were tired from fighting Germany, who was also working on an atomic bomb.

General Leslie Grove supervised the "Manhatten Project" which was making the bomb. Groves wanted to show off the bomb, but he feared failure. No one knew how much damage the bomb would cause and Groves feared what would happen if the bomb was a dud.

Henry Stimson, the U.S. Secretary of War, thought the Japanese would reason, but President Harry Truman didn't have time to listen. Truman usually gave into what secretary of State, Jimmy Byrnes, thought, because he had been Truman's mentor. Byrnes was totally against making any deals with Japan.

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Japan had sent out peace feelers. They probably would have surrendered before November first even if the bomb hadn't been used, because the emperor of Japan, Hirohito, wanted to keep his throne as a way to keep face. Japan had tried to make peace with Moscow, but stalin had no interest.

After testing the bomb in the New Mexico Desert, people saw just how awesome the bomb was, describing it as marvelous, beautiful, magnificent, etc. No one really stopped to think what it would do to a civilized area. It was then that they made the decision to drop the first atom bomb on Hiroshima.

President Truman said he'd do it again. I guess it is good that it hasn't been used since World War II, but I think

that if people had actually sat down and discussed what the bomb might do to a civilized area before dropping it, they might have realized the inhumane aspect of it.

Under the circumstances, I can see why they chose to use the bomb. Before I read "Why We Did It," (an article out of Newsweek Magazine) I had always thought what they did was awful, monstrous. Now that I know why they did it, I'm not pro or con on this subject. I figure they made a choice under the circumstances that had some bad results. All I can say is that I hope bombs, like the atomic bomb and the even more advanced bombs we have now, are never used (again).

"Dear Maria"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X	X	

Assignment

The students were given a writing prompt and were asked to write a response to it. The writing was done in class, individually, as a timed assignment. The writing is a first draft.

Student Work

The work produces evidence that this student demonstrates progress towards meeting the standards checked above. The student can:

Write effectively for a variety of purposes. Standard 5

Write to inform the reader.

- Maintain a focus throughout the writing on American teenage dress and actions: "The majority of teenagers in America like to dress comfortably."
- Organize the writing in a way that the reader can easily follow.
- Include appropriate facts and details, e.g., "baggy jeans," "...underneath their pants they wear boxers..."
- Maintain a consistent voice.

Use appropriate conventions of language. Standard 6

- Use paragraph development.
- Employ a variety of sentence structures; use conventional spelling, punctuation, and word usage.

Writing Situation:

Eveyone knows a lot about something and there are many times when a person is asked to share this information with someone else. The clearer and more detailed the information is, the better the person is at understanding and "seeing" what is being explained.

Writing Directions:

Your pen pal from Mexico City is going to a costume party dressed as an American teenager and needs your help. There is an award for the person dressing and acting MOST like an American Teen, so your pen pal has asked for your advice.

Write back to your pen pal explaining in detail how American teens dress, wear their hair, talk, and act in general. Remember, your pen pal needs a lot of information so he/she can win the contest.

note: Your pen pal can be either a boy or a girl. You decide.

Dear Maria,

In the last letter that you wrote to me you told me about the American Teen Contest and asked me to help, and quite frankly I would love to. Actually, in America there isn't just one style, there are many different ways that we dress.

The majority of teenagers in America just like to dress comfortably. They wear baggy jeans and a T-shirt or Sweatshirt. Depending on the weather. But there also are different groups of people that dress in certain ways.

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To start off I will tell you about the group that we call the "rappers". The "rappers" are the people that listen to rap. They wear jeans or dockers about ten sizes too big for them. Underneath their pants they wear boxers. Because their pants are too big, they fall off their hips and kind of hang there on their rearends. When they do this, you can see their boxers underneath. Most "rappers" wear sweatshirts or Fila T-shirts that are also too big for them.

The next group is called the "rockers". Obviously they get their name because they listen to rock. "Rockers" usually have strange hairstyles or they like to actually dye their hair colors like green, and blue. They also wear jeans that are too big for them. "Rockers" wear oversized T-shirts that usually say the name of a rock group on them. The new fad with "rockers" is to attach a chain to their wallet (that is in their pants) and to let it hang out of their pockets.

We like to call the next group "preppies". The "preppies" are usually rich kids who dress like they just came from a country club. The girls usually wear

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plaid, or pleated skirts. The guys actually wear dress pants to school. Some of the kids wear those shirts with the ugly little crocodile in the corner. These kids are usually made fun of by the "rockers" and the "rappers".

Of course there are many other smaller groups of people. Such as the retro people who dress like they did in the 60's and 70's. The valley girls, who wear cute little outfits to try and impress boys. The nerds, who live at their computer and wear pocket protectors, and so many more! But I think that you've got the idea.

Hopefully my letter has helped you out, and that you can visualize an American Teen. I wish you good luck on the contest!

Sincerely,

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Student Work Samples in Language Arts

High School

"My Family During the Great Depression"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
				X		

Assignment

Students were asked to write a report 250–400 words long about a topic related to the Great Depression, an era they had been studying. They were asked to organize their ideas in an essay which conveys that information logically and with authority. Grading criteria: compelling opening; strong, informative body and satisfying conclusion; elaboration (use specific details, review history); and standard conventions of usage. There are errors resulting from learning a new language, but they do not detract from the meaning, e.g., in the first sentence, "balues" for values, and in the last sentence of the first paragraph, "...they told me what did they have for entertainment..."

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standard listed above. The student can:

Write effectively for a variety of purposes and audiences, developing style and voice and write to inform. Standard 5

- Maintain a focus throughout the piece of writing.
- Create an adequate beginning and conclusion.
- Show new vocabulary: See affecting and adversely in last paragraph —"So instead of affecting my family adversely, it helped my family..."
- Use sentence structure with some variance and complexity.
- Use a confident voice.
- Take risks to utilize different strategies, e.g., reporting conversations, reviewing history, and creating a scenario.
- Provide appropriate facts and details to develop the subject: "the price of corn was going to be higher," "his grandparents were getting more money," the "Asienda...a big farm with workers working for the owner," the "brown and beautiful" radio, and the handmade "sopes...[a] tortilla with cheese and vegetables."
- Use clear organization: "work...entertainment...culture..."

My Family During The Great Depression

Today in the news I saw a report about family balues. Sometimes when I check my family albums I remember the stories that my grandparents used to tell me about the Great Depression. They told me about their work, they told me what did they have for entertainment, and finally they explained our culture.

My grandparents told me that they heard in the country up in the north that the price of the corn was going to be higher, my family was happy because they were farmers. They had an Asienda, that is a big farm with workers working for the owner. My grandparents planted corn and beans and they were selling their production much higher and they were getting much more money, so in a way my grandparents were benefit by the Depression of 1930.

My grandmother also told me how they invested their free time. She said that they had a radio, a brown and beautiful radio, and every night they listened to the stories, every single night. On Sundays they had to walk 3 miles to go to church. Every single Sunday they had to wake up at 4:00 AM to be at church at 7:00 AM.

My grandmother explained to me many different things about our family. The most important one was when she descrived our culture, such us when she detailed the kind of food that they ate in that time. My favorite one are the sopes. They were hand made tortilla with cheese and vegetables in top. How much I would give for one of my grandmothers hand made sopes.

In the Great Depression many people didn't have any food and lost their jobs, but my family was not affected by it. Where my family is from they were always need of corn and beans. So instead of affecting my family adversely, it helped my family in that important time in history.

"The Impact of African-American Culture in the 90's"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X			X		

Assignment

This writing was done for a schoolwide essay contest. It won second place even though the judges decided that the convention errors were numerous.

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standards listed above. The student can:

Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, ar evaluative processes. Standard 2

- Demonstrate an understanding of human conditions exemplified in literature, e.g., Martin Luther King.
- Relate new information to prior knowledge.
- Use semicolons effectively, which forces the reader to consider each injustice: "beaten; shackled;...and even murdered."

Write for self-expression. Standard 5

- Use style and voice effectively.
- Use diction appropriate to the tone and purpose: "snappy ways," "inflicting pain on the wounds of our ancestors."
- Maintain a focus.
- Explore ideas and/or situations of significance: "When I walk down the street, Martin; When I get on the bus, Rosa; When I say what I feel, Malcolm; even when I run-free and play, Mandela..."
- Make connections to prior knowledge and experience: "In the eyes of my generation I see that the sacrifices made by our leaders are highly appreciated..."
- Support a judgment through reference to a text, to other works or authors, to nonprint media, and personal knowledge: "We cannot make up for their pain [Martin, Rosa] and sacrifice, but we can continue..."

The Impact of African - American Culture in the 90's

By:

When I walk down the street, Martin; When I get on the bus, Rosa; When I say what I feel, Malcolm; even when I run-free and play, Mandela. When I think of all the freedoms I have in the world today these are just a few of the people that come to mind. They are the soldiers that went to the full dimensions of challenge to make my happiness possible. They were beaten; shackled; hosed; imprisoned; and even murdered, still they fought with the unbreakable weapon of determination. The determination to terminate a plague of immoral human violation. They endured this horrindous pain because they had a vision, a vision that one day their strokes of pain would result in the equality of all men no matter what color, race, religion, or nationality they belong to.

In the eyes of my generation I see that the sacrifices made by our leaders are highly appreciated. I see that the strong impact of their bravery and strenght shows in the way we live our lives today. I see it in our free spirits, our snappy ways, and our ambition and drive to do and say exactly what we feel, and these are some of the things they were never allowed to do. I also see that we sometimes unintensionally take our freedoms for granted, and we loose sight of their concept for doing what they did. They layed down their lives for us, and in return they ask only that we treat all people with equal respect.

We cannot make up for their pain and sacrifice, but we can continue their fight to erase racism by living with the same integrity and faith in our hearts as they did, and nothing will be too much for us to achieve.

At this point in time many people feel there will never be a solution to seperation, and that all races will never live and get along together, without shallow conflict, well I believe differently. I belive that solution starts in one's self. Their dream may not be alive in reality, but if we believe in it, the dream can live in us. We must first come to terms with the fact that having pride does not mean being ignorant, we should appreciate one another for our differences, and not turn our heads on one another. We must learn to open our hearts, in order to expand our minds. Not to disapprove of someone because of their outside, but to notice somone because of their inside. We must strive not stick to the ignorance of the norm, but to become radical and stand up for what is right. We must make it a priority to broaden our minds to all things and people of all nations. If these things are never accomplished within us, we are continuously inflicting pain on the wounds of our ancestors. Once our hearts are open to kindness, and closed to ignorance we are helping them heal, and keeping their dream alive.

"Clean Your Plate"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X			X		

Assignment

The class had been reading short stories in which the main characters recognized, for however brief a moment, the frailty of the human condition and/or the unfairness of life. The students were instructed to write a reflective essay using one or more of these short stories as a springboard for their ideas. They were to write about a time when they became aware of a greater truth as a result of a commonplace occurrence or observation. The paper was to demonstrate an understanding of the patterns of reflection and how to connect the themes in literature to their own lives. The final paper was done as homework, then revised after peer response. This is the student's first attempt at developing a metaphor. There is a continuum of development in autobiographical writing which leads to the connecting of themes in literature to the student's life.

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standards listed above. The student can:

Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, and evaluative processes. Standard 2

- Make connections to prior knowledge or experience: She connects the experience of her grandmother's death with the theme, the frailty of the human condition, from the short stories she has been reading.

Write effectively for a variety of purposes and audiences, developing style and voice, and write for reflection. Standard 5

- Provide an engaging opening and ending.
- Use an effective conversational voice: "...population is about 100 (250 if you count the animals)." "...watching t.v. with my great grandma (we called her Little Grandma)..."
- Maintain a focus.
- Develop a controlling idea.
- Analyze ideas by moving through deeper layers of meaning: Her discussion about the death of her grandmother and what it meant to her.

- Use a literary technique, a metaphor ("...everyone has to die sometime. It's like having dinner on Thanksgiving. You start out with a full plate...I think that's what dealing with death is all about: Learning to appreciate what you had...").

Clean Your Plate

I've never been what you would call an active person when it comes to cleaning, but, Lord knows, I've had to do my share nonetheless. One day in particular sticks out in my mind. It was a normal day like any other and I was living in a small town in central Texas whose population is about 100 (250 if you count the animals). I had to have been about eleven at the time. I was in the living room watching T.V. with my great grandma (we call her Little Grandma) doing absolutely nothing worthwhile. My mother comes in and asks me to do the dishes. Even though I wasn't doing anything productive, I still didn't want to get up and waste what little energy I had on something I didn't care about. So I told her to hang on for a "second". I guess more time had passed than I thought and my mom came in in a rage telling me, again, to do the dishes. This happened several times and each time I seemed to squeak by without having to get up. I was lying in front of Little Grandma, I guess that's why I didn't see her get up. About ten more minutes passed, and she came walking back into the room. She told me "Kendra, honey? Will you go and finish up the dishes for me? All that's left are the cups. I can't fit my hands in them all the way."

I was so ashamed of myself I wanted to cry. Here my grandma was, over 70 and crippled with arthritis, getting up and doing the dishes for me, and 11 year old healthy brat, just so my mother wouldn't yell at me. Needless to say I got up and did the remaining few.

A couple weeks ago, my great grandma–my Little Grandma–passed away.

I've heard the sayings, "You never really appreciate something until its gone" and "if good things lasted forever, would we appreciate how precious they are?" a million times over. I don't think it's that people *don't* appreciate what they have until it's gone, I think it's that they *can't*. If you have something or see someone day in and day out, it's hard to imagine what life would be like without it, him, or her. You never fully can until it actually is gone. Evaporated from your life never to return again.

In an ironic way, her death was sort of a good thing. Not that I wouldn't have her back in a second, but everyone has to die sometime. It's like having dinner on Thanksgiving. You start out with a full plate of food and you eat and eat and eat until you think you'll explode, but you don't. You're left with an empty plate and a full belly. You're sad the delicious meal is over, with all the turkey, potatoes, and stuffing, but you're also happy in a way. Because you have a full stomach and you know the eventually you'll have room for some pumpkin pie. I think that's what dealing with death is all about: Learning to appreciate what you had, even if it means having to do a few extra dishes in the process.

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"Tulips"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X	X	X			

Assignment

The purpose of the lesson was to analyze poetry and reflect in writing about its meaning. Prior to writing, the students read the poem "Tulips," by Sylvia Plath, and had a peer group discussion. The intended outcomes for the students were to identify the speaker in a poem, analyze the words, and reflect on the poem's impact on the reader. The assignment was started in class and was to be finished as a final draft outside of class.

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standards listed above. The student can:

Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, and evaluative processes. Standard 2

- Identify the author's perspective: "Throughout the poem the speaker reveals the emotional state she is in by describing herself in relation to various objects."
- Make inferences about the author and author's choice of words.
- Use literary terms appropriately, e.g., setting, symbol. In her chart analyzing the poem, she asks, "What is so bad about the tulips? and answers that "maybe they are to colorful for her—remind her of life." She also states later in her analysis: "In her environment the tulips symbolize life and she has no will to live."
- Relate new information to prior knowledge and experience: she discusses her stay in the hospital: "The poem reminded me of a similar experience that I went through about five months ago."
- Demonstrate evidence of an understanding of human conditions exemplified in literature: In her analysis of the poem, she states, "For that moment her [the speaker's] whole entire life is absent and her mind is clear, blank." Then she asks herself, "Why does she explain this way?" and responds, "It's her way of showing everything is vanishing." In her reaction/comment/connection column, she states that "I really understand what she means, she wants it to vanish." Also in her analysis, she refers to the healing process and states that "She [the speaker] is regaining herself now, she cries and is starting to heal herself."

Use appropriate reading strategies to comprehend a variety of assigned and self-selected materials. Standard 3

- Do multiple readings to understand the text as evidenced by notes and underlining, drafts, and charts. Also, in her writing, she states things such as "After reading "Tulips" for the first time..." "rereading the poem allowed me to focus in on similar details..." and "discussing with Mrs. ___."
- Collaborate with others to build interpretations.
- Use self-questioning strategies (see the chart on "Tulips": "Why is she in the hospital? suicide attempt or operation?"

Organize thoughts and information for writing; and develop drafts; and analyze, revise, and edit work as appropriate for audience and purpose. Standard 4

- Generate and organize ideas for writing: See charts.

"Tulips"

After reading "Tulips" for the first time, I did not feel like I had a complete grasp of the meaning. I began to get a sense of the poem after Ms. went over it. Due to my lack of experience with poetry I was confused about the manner of which I should approach the poem. The first time I read it I was able to establish the setting and understand the speakers situation which are both vital pieces of informatio when trying to unfold the meaning of the poem. The speaker is a woman lying in a hospital bed who has obviously lost her will to live and has decided to disassociate herself from her life. Re-reading the poem allowed me to focus in on smaller details and understand the meaning of the tulips in the poem.

Throughout the poem the speaker reveals the emotional state she is in by describing herself in relation to various objects. Her hospital room exaggerates the feeling of

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separation from the world, yet she is peaceful in her solitude. The whiteness of her room creates a feeling of winter for her, because everything is so dead and calm. This leads the reader to believe that she wishes to escape from her life and to crave numbness. She has given up on her life as she says, "I have given my name and my day clothes up to the nurses/ And my history to the anaesthetist and my body to surgeons." The tulips are a part of a world that she wishes to escape from. She wants to feel empty, dead, and free from life, but the brightness and vitality of the tulips prevent her from doing so. The tulips are a constant reminder of life and she feels as though they are violating her decision to die. Before the tulips came, the room was calm, she felt comfort in the silence, she felt herself slipping away. "Then the tulips filled it up like a loud noise," and then she felt awakened. Is it the tulips that lure her out of the emotional state she is in. They make her aware of her heart and she feels herself becoming alive again.

The poem reminded me of a similar experience that I went through about five months ago. I spent several nights in the hospital feeling the same kind of solitude. I felt detatched from the world because I was confined to my white hospital room. I felt a lack of privacy and a lack of control while being hospitalized, because I had to be submissive to the doctors needs. After a while I began to feel numb and empty until I felt Sam, she took place of the tulips.

period 0 9-11-90

Tulips

	one sentence summary	questions	Reactions comments connection
①	A women is lying in a daze in a hospital bed	why is she in the hospital? suicide attempt or operation	I like the contrast between the hospit white and the tul red, I remember people OD on sleeping p
②	she is still dazed and watching everything happens as it does	what are the nurses doing? getting prepared for her procedure	I really like the description of nurses
③	The nurses and doctors are working and put her to sleep, she sick of what she carries, that picture is sticking to her even though she doesn't want it to,	Is she's asleep how can she see the picture? -shes still concious and it's just in her mind and won't leave.	I like how they describe the way the picture o her family won't leave her mind she wants it to
④	~~For~~ that moment her whole entire life is absent and her mind is clear, blank	why does she explain this way? Its her way of showing everything is vanishing	I really understand what she means, she wants it ~~to~~ vanish
⑤	she wants to lay in peace, and be ~~totally~~ peacefull	I don't understand about the communin tablet	I like how they describe the peacefulness
⑥	she doesn't want the tulips, they sord of clash with everything else	what is so bad about the tulips - maybe they are to colorful for her [remind her of life]	I like the way she describes the tulips.
⑦	The tulips take away or subtract ~~from~~ her, she lesser value	why does she see herself that way? she feels bad about herself	I like how is shows her tragedy/ how she feels ▷

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(8) Before the tulips came she felt calmer and peaceful they are a problem to her now	Are they a distraction to her? They concentrate her attention They get all the attention. * In her environment the tulips symbolize life and she has no will to live *	This is sort of disturbing to me, it's really sad to me.
(9) She is re-gaining herself now, she cries and is starting to heal herself	How has this healing process come to her? She is coming back from the period of dreadfulness and having no will to live	I'm happy to see that she is starting to come through and is re-gaining herself

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After-thoughts

The whole "Tulips" experience was great for me. Writing the essay took a lot of thinking and hard work, It also made me understand the poem better. I really had fun doing it. I stayed up really late trying to put my ideas together. It worked out fine, I was satisfied with my essay.

"To An Athlete Dying Young"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X					

Assignment

Students were asked to respond to A. E. Housman's poem "To an Athlete Dying Young." This writing was done individually after the class had discussed the poem.

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standard listed above. The student can:

Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, and evaluative processes. Standard 2

- Identify the author's perspective: "...the author feels that death is better than witnessing ones fame fade away."
- Make inferences and draw conclusions about: context: "...withers quicker than the rose...like beauty, fame is something that comes and goes;" events: "He will never be witness to his own downfall..."; characters: "The athlete is smart to 'slip betimes away' from a world 'where glory does not stay' because...;" and setting: "...he was 'chaired through the marketplace..." "Through imagery the reader begins to realize that the author prefers an honorable death than a simple long life."
- Demonstrate an understanding of human conditions exemplified in literature: "His life was better than any other athlete's because it was filled with love and praise from his fans, something most individuals never get to experience."

"To An Athlete Dying Young"

In the poem, "To an athlete dying young", the author feels that death is better than witnessing ones fame fade away. He emphasizes the glory there is in the death of an athlete who has passed on right at the pinnacle of his career. Sometimes death can be a virtue rather than a tragedy.

In his use of language the author reveals that it is better to die young and famous than to die old and unknown. The athlete is smart to "slip betimes away" from a world "where glory does not stay" because it "withers quicker than the rose". Like beauty, fame is something that comes and goes. The beauty of a young girl may only last through her teen years just like the fame of a young athlete may only last while he sets records. There is nothing one can do to avoid loosing our beauty or fame because there will always be someone more beautiful and faster. Now that death is upon him and "cannot see the record cut", silence will sound "no worse than cheers" and will not be there when "the name [dies] before the man". He will never be witness to his own downfall. He will not be there to bear the pain of a younger and brighter athlete dethroning him. Fame is so sweet that the only thing one can do to get over the loss of fame, is to die. It would be harder to live a long life after one has tasted fame. There are many who live this life and had the athlete lived longer he would only have swelled the rout of the men and women who wore out their honors. In death he won't be able to hear the cheers for other athletes, and for

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this reason alone death is better than life.

Through imagery the reader begins to realize that the author prefers an honorable death than a simple long life. "The time [he] won [the] town the race", he was "chaired through the marketplace" and now that he is dead "shoulder high [they] brought him home". Even after he is dead he is honored. All the glory he worked long and hard for will always be his because the town will remember him as the young athlete that won them the race. Even if another athlete came to the town and broke records and did great things, the town will always admire the young athlete because they will never know what he would have been able to do or not. The athlete's fame "before its echoes fade" will gaze at "the strengthless dead" and in this case "the garland [was not] briefer than the girl's. His life was better than any other athletes because it was filled with love and praise from his fans, something most individuals never get to experience.

Fame can sometimes be ~~a~~ something that makes ~~out~~ a person's life difficult because everyone will always want to know what is going on in that person's life, but it can also be something very good because the fans only want to know about that persons life because they love him/her. This young athlete was privileged to have been love by so many, and to have died at the prime of his career, ~~when~~ before he had the chance to disapoint them.

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"*The Scarlet Letter* Monologue"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standards illustrated in the student work are:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X	X				

Assignment

Students were asked to respond to fiction, reading an excerpt from *The Scarlet Letter* and then analyzing and paraphrasing to demonstrate understanding. The delivery notes on the chart refer to how the student plans to orally deliver this monologue.

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standards listed above. The student can:

Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, and evaluative processes. Standard 2

- Identify the author's perspective: See "Introduction to monologue."
- Discuss the impact of the author's word choice: See "Analysis" column from "The Scarlet Letter Monologue," e.g., "premeditated carefulness=meticulously planned. Knows not to get caught."
- Put ideas into student's own words: See "Paraphrase of monologue."
- Explain the reason for a character's actions, taking into account the situation and basic motivation of the character: See "Analysis" column from "The Scarlet Letter Monologue."
- Demonstrate an understanding of human conditions exemplified in literature: See "Intro to monologue" and "Paraphrase of monologue."

Use appropriate reading strategies to comprehend a variety of assigned and self-selected material. Standard 3

- Reread as evidenced by his summary, prioritizing of facts in "Intro to monologue" and "Paraphrase of monologue."
- Use context clues to determine meaning: "victim, as in he is hunting and when caught, he will take away (life? health? soul?...)." (See analysis.)

Intro to monologue:

This excerpt describes the interaction between Chillingworth and Dimmsdale throughout the course of the piece. Chillingworth is drilling Dimmsdale to find the secret that he is hiding, and while Dimmsdale senses the evil presence, he cannot identify it as the good doctor's. Each of them is hiding information, searching each other, and all the while playing friends.

Paraphrase of monologue:

Although Chillingworth went through painstaking trouble to prevent it, he would often almost reveal himself to Dimmsdale. Dimmsdale, in effect, would sense something wrong, but could never quite put his finger on it. As he searched for the source of this discomfort, Chillingworth was doubly cautious, and whenever Dimmsdale looked for the fiend in Chillingworth, he would find only his kind, friendly doctor.

The Scarlet Letter

MONOLOGUE

Analysis	The Quote - p. 128	Delivery Notes
premeditated carefulness = meticulously planned. Knows not to get caught.	In spite of his premeditated carefulness, the floor would now and	Articulate "premed.."
All of these things almost obviously giving him away, combined with the fact that he is so close (→).	then creak, his garments would rustle, the shadow of his presence, in a forbidden proximity, would be thrown	atmosphere of sneaking around… "rustle", "creak"… stern voice
Victim, as in he is hunting and when caught, he will take away (life? health? soul? …)	across his victim. In other words, Mr. Dimmsdale, whose sensibility of	*thrown*, with action *victim*, with pity
spiritual intuition, because he knows how people act, and what people hide.	nerve produced the effect of spiritual intuition, would become vaguely	*vaguely*: fading
Yet, he can't quite put his finger on what's bothing him.. Something intruding into his mind, into his life.	aware that something inimical to his peace had thrust itself into relation with him. But old Roger	*inimical*: slimy, hurting *thrust*: force
Shows how Chillingworth is careful. Almost (if not more) than the minister.	Chillingworth, too, had perceptions that were almost intuitive; and when	*almost intuitive*: sound astonishing..
These words suggest he knows something is wrong, but… his eyes decieve him	the minister threw his startled eyes towards him, there the physician sat;	with action, alert
Look at that good, kindly, loving Chillingworth	his kind, watchful, sympathizing, but never intrusive friend.	peaceful, mocking.

"John the Savage"

This sample illustrates the type of work students are able to produce to demonstrate progress towards meeting the language arts standards. More work and work of greater variety would be necessary to show that the student has met the standards.

The standard illustrated in the student work is:

1 Reading Literature	2 Reading Comprehension	3 Reading Skills and Strategies	4 Writing Process	5 Writing Communication	6 Writing Conventions	7 Speaking and Listening
	X					

Assignment

Students were asked to use symbols and short phrases to look into the thoughts and beliefs of one of several characters named by the teacher. They were asked to explain their symbols and their meaning and their application to the character in the story.

Student Work

The work produces evidence that the student demonstrates progress towards meeting the standards listed above. The student can:

Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, and evaluative processes. Standard 2

- Make inferences and draw conclusions about characters by using the symbols to explain the character: "I put the symbol of the cross to symbolize John...I think John was like Jesus because..." and " 'I come to bring you freedom' is where John tries to tell the children that he is going to free them...I think John is the biggest symbol of freedom and that is why he decides to live by himself in the lighthouse."
- Appropriately use literary terms in analyzing a piece of literature: "The whip symbolizes John's outrage towards the stupidity of the civilized people..."
- Discuss the impact of the author's word choice and content: See the discussion of the cross on pages 2-3.

Using symbols and short phrases look into the thoughts and beliefs of one of the following characters:

John the Savage

Helmholz Watson

Mustapha Mond

Bernard Marx

On a separate sheet - explain your symbols and their meaning and application

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- The lust with the people on either side is a symbol for the tug-o-war John has going on inside his mind. He is trying to fight his feelings of lust for Lenina. On page 259 it states - But it was still the presence of Lenina that haunted him. Lenina whom he had promised to forget. Even through the stab and sting of the juniper needles, his wincing flesh was aware of her, unescapably real.
- The quote "I come to bring you freedom," is where John tries to tell the children that he is going to free them and throws their soma out the window. I think John is the biggest symbol of freedom and that is why he decides to live by himself in the lighthouse.
- The eye with tears shows how John feels when his mother died. On page 259 it says - tears started into his eyes. He bent over her and kissed her.
- I put the symbol of the cross to symbolize John. On page 139 John says "I did something that none of the others did. I stood against a rock in the middle of the day, in summer, w/my arms out, like Jesus on the cross."

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John tried to find what he believed through this. In another instance I think John was like Jesus because it says - Words spread across the land of John the savage. Everybody wanted to meet him. Everybody wanted to meet Jesus in the Bible, too. John died at the end of the book like an outcast, a spectacle, and died trying to rid himself of sin.

- I put a heart in the middle to symbolize the love John has for things. He felt love for Lenina. John says on page 196, "I love you more than anything in the world." He has love for his mother as he cares when she died.
- The whip symbolizes John's outrage towards the stupidity of the civilized people. On pg. 210 it says - Balked for the second time, the passion of his grief had found another outlet, was transformed into a passion of agonized rage.
- The question mark is all the questions John has about life. He didn't understand why they did the things they did.
- I put Shakespeare because that is how John related to things.
- The crossed out soma is for how John hates the soma. He throws it out the window and hates how it killed his mother.

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